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ABSTRACT

Designed as a resource for K-3 teachers, this curriculum activities guide is first in a set of four based on an articulated K-12 career education competency curriculum model designed to infuse career education into the curriculum on a districtwide basis. Materials for each of the four program components are arranged under the following headings: major objective, curricular objective (competency), area of emphasis, content, suggested learning activity, resources, and assessment strategies. The four components, based on the curriculum model, are (1) Career Planning and Decision Making (individual differences, self-awareness, career development, adaptive skills, career planning), (2) Education, Work, and Leisure Alternatives (work roles, societal expectations, relationship between education and work and leisure time, and job entry), (3) Lifestyle and Personal Satisfaction (meanings of work, job satisfaction, and job specialization) and (4) Occupational Roles (consumer awareness, work roles and responsibilities, and transferable worker traits). Bibliographies are included for each component. The appendix contains a glossary of terms, the career development conceptual model, and the career education program description. (TA)

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ED145104

COMPETENCY BASED CURRICULUM GUIDE

GRADES K-3

DEVELOPED BY THE PARTICIPANTS OF THE CAREER EDUCATION COMPETENCY BASED CURRICULUM COMMITTEE

JUNE, 1976

FUNDED UNDER VEA 90-576 P.D.

SPONSORED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT -- FOUNTAIN VALLEY SCHOOL DISTRICT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

MEMORANDUM

TO: Administrators, Counselors, Teachers, and Designated Classified Staff - Career Education

FROM: Howard Roop, Assistant Superintendent, Instructional Services

SUBJECT: Career Education Competency Based Curriculum Guide

DATE: September 1, 1976

The district committee which was formed to develop the Competency Based Curriculum Guide has submitted its tentative draft for your review and suggested modifications. Please recognize that this model is very comprehensive and extensive and may be incorporated within several disciplines.

The members of the district committee worked closely in consortium with staff members from Fountain Valley (Elementary) School District to develop a K-12 model. We salute the following staff members for their excellent work and know that you will assist them wherever it is appropriate in developing a final curriculum for Career Education.

Don Averill, EC, Chairperson
Jerry Arriola, EHS
Art Bergquam, MHS
Anji Clemens, WHS
Jackie Davies, MHS
Billie Emerson, MHS
Caryl Felando, FVHS
Emery Fillmore, WHS
Stephanie Dudas, EHS
Chris Gilissen, OVHS
Ethel Harris, WHS
Phil Haynes, FVHS
Carl Jednoralski, FVHS
Alan Johnson, EHS
Curly Johnson, EC
Jack Kennedy, MHS
June Lee, MHS
Mike Lowenstam, EHS
Mickey Mason, EHS
Gary Miller, HBHS
Owen Miller, HBHS
Virginia Moore, WHS
John Napier, MHS
Marie Otto, Guid.Cntr.
Jeannine Ponce, FVHS
Bill Ridenour, EHS
John Rothrock, EHS
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Howard Roop, EC
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Bob Scofield, WbHS
Mike Sloan, HBHS
Bobbie Stenton, MHS
Hal Stevens, EHS
Sharon Swickard, HBHS
Eleanor Wechsler, FVHS
Gary Wheaton, EHS
Jean Woesner, HBHS

We also wish to salute the following individuals from cooperating districts who contributed much to the development of this guide:

Ocean View School District:

Vickie Weber, Parkview School

Fountain Valley School District:

Linda Bolstad, Bushard School
Pat Brokamp, Oka School
Sally Cunningham, Cox School
Gayle Demarco, Oka School
Gloria Hemsley, Bushard School
Jan Kurtz, Bisler School
Herb Levy, Bushard School
Edward Moon, Assistant Superintendent
Peter Murphy, Bushard School
Lois Thompson, Bushard School
Pat Turi, Arevalos School

It is requested that all suggested modifications be forwarded to Mr. Don Averill, Director of Career Education, at the District Education Center no later than Friday, October 29.

HR/pkp

FOREWORD

The efforts of many district staff members representing various curriculum disciplines have made major contributions to the Huntington Beach Competency Based Career Education model. The Career Education Competency Committee feels that the 16 concepts identified as the "integral part of the essential competencies the students of this district need to accomplish in Career Education" have identified a place for staff to infuse Career Education into the various disciplines.

Many people deserve thanks and due recognition is given them within this document; however, it is appropriate to acknowledge particular appreciation to those who provided leadership in each of the four component areas. They include Sharon Swickard of Huntington Beach High School (Career Planning and Decision Making); Carl Jednoralski of Fountain Valley High School (Education, Work and Leisure Alternatives); Hal Stevens, Edison High School (Life Styles and Personal Satisfaction); and Virginia Moore of Westminster High School (Occupational Roles).

No writing effort can be completed without the support which is gained from the clerical staff who helped put this document together. Particular thanks is given to Marilyn Mitchell who served as the project secretary throughout the development of the project and to Kris Rogers, secretary to the Director of Career Education, who completed the work of the final printing of the preliminary document. The Career Resource Center Technicians are to be commended for their research to provide the resource guides which are attached behind each of the units. They are: Stephanie Dudas, Edison High School; Jeannine Ponce, Fountain Valley High School; Jean Woesner, Huntington Beach High School; Billie Emerson, Marina High School; and, Ethel Harris, Westminster High School. Particular thanks goes to the project consultant, Clarence D. Johnson, who spent extensive hours in helping to identify the theoretical base and conceptual model, provided staff development activities for the writing teams and those involved in the project, and provided the editorial talent which tied the project together.

We have a very comprehensive Career Education document -- one of the most complete in California, if not the United States. It is hoped that you will use these resource materials as a start to implement Career Education in your classroom. We now have a guideline that can provide an effective thrust in terms of the direction of Career Education within the Huntington Beach Union High School District and its feeder elementary districts. This document is to be considered a starting point; a point at which each of us will focus on where we can contribute to the Career Education needs of the students we serve.

Donald F. Averill
Director, Career Education

INTRODUCTION

CAREER DEVELOPMENT COMPETENCY MODEL

Within the last five years, much of the time, money and energy of educators throughout the country has been devoted to a thorough assessment and restructuring of Career Education (CE) curriculum. As seen by early innovators in the field, CE was to give the student the tools needed for self-actualization and development of a fulfilling life style. As such, CE could be the long sought unifying principle upon which to build reform at all levels of education. This product is the result of efforts by educators in the communities of Fountain Valley and Huntington Beach to apply the principle by providing a tool for influencing the curriculum of all disciplines and at all grade levels.

COMPETENCY BASED CURRICULUM

In August of 1974, the Board of Trustees of the Huntington Beach Union High School District considered and approved a master plan giving the district's curriculum specialists three years to develop and implement a competency based curriculum model for all disciplines. The strategy selected to achieve this ambitious goal provided for the creation of "competency committees" in all curricular areas. Included within the group of basic academic areas (Reading; Language Arts; Mathematics; Health, Physical Education and Recreation; and, Career Education) as being of "Priority I" concern, the Career Education Competency Committee was charged with the responsibility of developing a new description for the district's CE program including the following components: 1) Identification of competencies considered essential for student acquisition; 2) Learning strategies designed to contribute to the acquisition of competencies; 3) Human, community and multi-media resources relating to competency acquisition; and, 4) evaluation strategies designed to confirm competency acquisition.

CONSORTIUM MODEL

Concurrent with developments leading to the establishment of the district's Career Education Competency Committee, the Career Education office obtained a grant under the provisions of Part D of the Vocational Education Act for a project designed to accomplish essentially the same goals as those previously set forth for the committee, but with the added feature of expanding the scope of the project design to include the development of an elementary (K-8) program description which would articulate with and complement the secondary (9-12) design.

INTRODUCTION (continued)

CONSORTIUM MODEL

Augmentation of the standing CE Committee to include representatives from one of our local elementary feeder districts was the obvious approach to implementing the grant program. Coincident with the implementation of our local grant program, a similar program had been funded in northern California providing for the participation of the Fremont Unified School District. Charged with similar goals, the participating districts comprise a consortium in cooperation with the State Department of Education.

The research design provides for field testing of the products of each project having independently developed approaches to a set of common goals. Through this project, the district was then able to move toward competency based curriculum utilizing federal resources in lieu of district resources. These resources have allowed us to complete the specified goals and objectives for the first year. We are now ready to proceed to the 1976-77 school year by: 1) Validating the curriculum model as developed; 2) The continuation and revision of the articulated (K-12) plan to infuse Career Education within all curriculum, and 3) To provide the in-service training necessary to prepare staff for the delivery of the specified student competencies.

THE HUNTINGTON BEACH MODEL

The project to develop a Career Education Competency Curriculum Model was approved for implementation by the participating Boards of Trustees. Steps in the development of the model and of the attached Curriculum Activities Guide proceeded as follows:

1. Career Education Advisory Committee (CEAC)

   Comprised of representatives from the Huntington Beach Union High School District and the Fountain Valley Elementary District, the Career Education Advisory Committee had several responsibilities including the following: a) defining Career Education; b) Identification and selection of the competency concept areas to be patterned after the California Career Development Model, as well as the concepts within each area (see Glossary of Terms -- Appendix exhibit A); c) determination of the actual competencies which provide the framework for this guide; and, d) providing leadership and direction for management of the project.

2. Needs Assessment

   Having identified the competencies contributing to the assimilation of each of the selected concepts, the Advisory Committee conducted a comprehensive needs assessment designed to determine the status of local area Career Education programs in relation to those concepts. Conducted initially on a K-12 basis,

the needs survey was expanded to include the opinions of parents and the local business community concerning priorities for areas of emphasis in Career Education programs.

3. The Conceptual Model

The conceptual areas selected by the Advisory Committee included: 1) Career Planning and Decision Making; 2) Education, Work and Leisure Alternatives; 3) Lifestyle and Personal Satisfaction; and, 4) Occupational Roles. Once identified, a panel of 20 experts recognized in the field of Career Education, were asked to critique the model on three separate occasions. Their input resulted in the final conceptual model which was used as the basis for all curriculum development on this particular project. The model is included as Appendix Exhibit B.

4. Development of the Career Education Program Description

Upon completion of the conceptual model, it became the responsibility of the Advisory Committee to determine how the model could be applied to a real educational setting (program description). It was necessary to determine the awareness and/or internalization level competencies/objectives which, if acquired or achieved, would contribute to the assimilation of the critical concepts. At this point in the development process, members of the Advisory Committee as well as representatives from local high schools and elementary schools were organized into writing teams for the purpose of expanding the model into a usable curriculum guide. The writing teams were organized around the four conceptual areas previously discussed. They were instructed to provide information concerning curriculum content, potential learning activities, available resources and evaluation strategies.

The project consultant, Mr. Clarence Johnson, was granted editorial license at the outset of the writing phase in order to assure consistency of format, adherence to the prescribed theoretical learning base, and that all areas of the concepts were covered by the curriculum document. Therefore, changes have been made in the attached curriculum guide in order to establish the points listed above.

THE HUNTINGTON BEACH MODEL

VALIDATION OF THE COMPETENCIES

The draft curriculum guide will undergo a series of validation processes during the 1976-77 school year. Specifically, we will seek to review and refine, as necessary, the competencies which we have identified as critical for student acquisition. The validation process will proceed as follows:

1. Review by the Career Education Advisory Committee

   The Advisory Committee will be primarily concerned with the review of editorial changes to the draft curriculum guide. It will be their intent to establish that the original integrity of the draft guide has not been significantly or inadvertently altered by the editing process.

2. Presentation to Goals Commission

   The draft curriculum guide will be presented to the Commission on Goals for the Huntington Beach Union High School District at a meeting early in the school year. The Commission is expected to review the document in terms of its compatability with broadly stated educational goals and directions established by the group for the district.

3. School Validation

   The draft curriculum guide will be disseminated to our high schools and feeder elementary schools in early September. Reaction to the guide will be solicited from all possible sources within the local educational and business communities. During the six week review period, all comments and recommendations will be reviewed and processed by the Advisory Committee and changes to the draft guide made as appropriate. It is anticipated that the review process, including the incorporation of recommended changes, will result in the production of a final document by early January of 1977. The final product will be submitted for approval to the Boards of both participating districts at that time.

IMPLEMENTATION OF THE COMPETENCIES

The Career Education Competency Based Curriculum Guide will become another dust catcher on the shelves of dozens of elementary and secondary teachers unless steps are taken to formalize your school's commitment to put the product to work in the classroom. An excellent approach has been worked out by Edison High School in cooperation with Bushard Elementary School here in Huntington Beach. If the competency design with which we have provided you is to be truly effective, a working relationship must be established between the elementary and secondary communities. The Edison/Bushard experience provides a good example of how such a relationship might be established:

1. Identification of a Career Education Steering Committee at Each School

   Every program needs leadership and the best is most likely to come from the people most committed to the infusion of C.E. principles in all areas of the school curriculum. Include representatives from all the major curricular areas if possible. This Committee will be responsible for devising a plan to be implemented by their particular educational community.

2. School Needs Assessment

   Assuming that your particular educational community makes the decision to direct all future efforts in Career Education towards the implementation of the model competency based curriculum, the status of CE in your school must then be measured against that new standard. As previously indicated, such an assessment may have already occurred on your campus. This needs assessment process must be completed before a reasonable school plan can be developed.

3. Development of a School Plan

   Having identified the essential differences between the desired program and the existing program (needs assessment), the ground work has been laid for the development of an implementation plan. In order to establish first year objectives which you may reasonably expect to achieve, consider the following elements for a successful implementation plan: 1) availability of resources for career education; 2) staff development needs; 3) status of the guidance program; 4) routes for infusion of the concepts and their competencies throughout the curriculum; and, 5) need for promotion of Career Education at the school in order to increase acceptance among staff and students.

4. Evaluation

   A. Program
      With respect to the evaluation of Career Education program impact over the long term, two instruments have been used and will continue to be used in the foreseeable future.

4. Evaluation

A. Program (cont'd)

These include the following:

1) Project TRACE - Annual follow-up study of sampling of graduates concerning occupational/ educational status.
2) Career Planning Survey - Used to identify trends in occupational preferences of secondary students; assesses student perception of Career Education program on the campus.

B. Student Growth

The Career Planning Survey mentioned above may be used as an indicator of individual student growth in relationship to Career Education concepts and planning skills. It is particularly valuable for the identification of descrepancies between aspiration and expectation in career roles.

Student Career Folders are currently being used by Edison High School and Bushard Elementary to measure program impact on the individual. The folders contain records and results of both student initiated and program initiated activity related to career exploration and planning.

CAREER EDUCATION PROJECT PHASE II

With the production of the Career Education Competency Based Curriculum Guide we have achieved the stated goals for the 1975-76 school year. During 1976-77 we will be primarily concerned with assisting our local educational community and other interested districts to implement the approach exemplified by the guide. VEA funding will continue to be provided to Edison High School and Bushard Elementary; however, the program will be expanded to include an additional pair of articulated schools. Briefly, the program emphasis for 1976-77 will be characterized as follows:

1) Validation of the competency model as introduced by the Career Education Advisory Committee.
2) Staff development for those schools ready to incorporate use of the Curriculum Guide.
3) Development of a refined evaluation system specifically designed to measure the progress of the new approach and its impact on individual students.

As with all instructional resources, the Curriculum Guide is no panacea for a Career Education Program to which the participants are not committed. For this reason we solicit your best judgement concerning the value of this product. We expect it to be elaborated upon, to be a resource which is being continually improved. The only way to begin is for you to put it to work in the classroom, tell us whether or not it works, and what needs to be done to change it. With this kind of participative commitment we will have begun the long sought process of reform in which CE was to have played such a prominent role. We have a challenge before us but the end result is better education for the students we serve.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 Express that everyone has personal leisure, working, and learning interests, aptitudes, attitudes and values.	Language Arts Math	. Each individual may be characterized by things he/she likes to do, the things he/she can (or cannot) do well, the way he/she feels about things and the reasons he/she may give for making choices. . These characteristcs apply to every aspect of our lives including the way we deal with each other, the way we spend our leisure time, our work, and the way we learn. . People are the same in many ways but they are special because they are also different in many ways.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. As appropriate students may be asked to express their awareness of differences within catagories in a variety of ways, i.e., "I am aware that there is such a thing as an airplane, but I am also aware that there are many kinds of airplanes....dogs, cats, houses, flowers, PEOPLE." This awareness may be expressed in many ways: a) Song--"Old MacDonald" (Farm animals). Painting, drawing, different types within catagories. Making lists (inventories)--"How many kinds of cars can you name? Characterizing people in ways designed to highlight/contrast differences of dress, diet, languages, homeland, coloring, occupations, etc. This may be done through role playing, costume days, cooking demonstrations, music festivals, cultural celebrations, various shared experiences, field trips to ethnic neighborhoods, etc. Theme--WE ARE ALL PEOPLE BUT EACH OF US IS SPECIAL BECUASE WE ARE ALL DIFFERENT.	COPS Profile sheet. Science Professional, Skilled Technical Professional, Skilled Outdoor Professional, Skilled Business Professional, Skilled Clerical Professional, Skilled Linguistic Professional, Skilled Aesthetic Professional, Skilled Service Professional, Skilled GATB profile sheet. Intelligence Verbal Aptitude Numerical Aptitude Spatial Aptitudes Form Perception Clerical Perception Motor Coordination Finger Dexterity Manual Dexterity Super's Work Values Profile Sheet Altruism Esthetic Creativity Intellectual Stimulation Achievement Independence Prestige Management Economic Returns Security Surroundings Supervisory Relations Associates Way of Life Variety	Student's will consistently be able to identify subgroups within categories, e.g., types of airplanes, cars, farm animals, ethnic groups, etc., and will be able to characterize that each has a different name and is thus the same, yet unique.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 (cont.)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES

2. Pigeon Population Study
Understanding to be developed: There are many pigeons but each is different enough for us to be able to tell each one from all the rest.
Time: Flexible (Suggest four weeks to compile data)
Day 1 -- Present unit
Day 2 -- Slides, Film, Filmstrips
Day 3 -- Art Project
Day 4 -- Write fictional stories--Read orally.
Final -- Discussion.

Materials: Pictures of Pigeons
Drawing paper, paint, crayons
Films, filmstrips, slides
Bulletin board
Reports of fictional stories assemble in book
Project to raise money for feed (optional).
Data Table for Bird Observation
Bird feeder and feed--sunflower seeds, bird seed, bread, food scraps.

Students will be assessed on their ability to state why one pigeon is different from another while retaining the identity of "pigeon". Will be able to readily see that people are like pigeons--the same, yet different and unique.

OBSERVATION TABLE

Number of Pigeons and Other Birds Seen at Our Feeder

	Mon.		Tues.		Wed.		Thurs.		Fri.	
	P*	O*	P	O	P	O	P	O	P	O
Week 1										
Week 2										
Week 3										
Week 4										

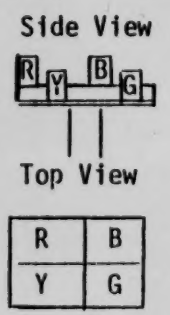
	Pigeons				Other Birds			
	Y*	R*	G*	B*	Y*	R*	G*	B*
TOTALS								

*P = Pigeon
*O = Other

Key O - One bird other than a pigeon seen at feeder
1 - One pigeon at feeder
*Yellow - Sunflower seeds *Green - Bread
*Red - Bird seed *Black - Food Scraps

Simple Bird Feeder

Needs 4 sides (1 foot sq. mounted on pipe). Have different feed in each of 4 sections. Label sections according to above color code.



COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 (cont.)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont.) Pigeon Population Study Procedure: a. Choose a location for the bird feeder that is visible from the classroom but not too busy. Set up a schedule for keeping the feeder full of seed. Use a variety of food--sunflower seeds, bread, bird seed, food scraps. b. Have a different child keep track of the number of pigeons that come to feed each day on the observation sheet. This gives every child in the class an opportunity to compile data over the month. c. Notice the kind of bird and the kind of feed the bird eats. Also ask that the students note other characteristics contributing to individuality (thus making the birds identifiable) such as: 1. Coloring and pattern of feathers. 2. Beak color and length. 3. Foot color 4. Size 5. "Bossy" or "Shy" 6. Travels alone or in groups. 7. Other distinguishing features. d. Ask the children to bring in pictures of pigeons for a bulletin board. Select a committee to work on the bulletin board. e. Show films, filmstrips, and slides showing pigeons and their habitat. f. As an art project the children can draw and paint large pictures of pigeons in a still position and in flight. A city and pigeon scene can be created on a large wall either in the room or in the hall. Large block and rectangular shaped paper can be cut out and mounted on the wall to represent buildings and the cut out pigeons the children made can be distributed about the buildings by the children. g. The children can use a pigeon or pigeons in a fictional story with the bird as the main character. These stories can be read orally to the class and then assembled into a book.		

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.1 (cont.)		
1.1.2 Identify the personal, leisure, working and learning interests, aptitudes, attitudes and values of peers.	Language Arts Math	. My friends and acquaintances are identifiable according to the way they look, the things they like to do, the things they can (or cannot) do well, the way they feel about things and the reasons they may give for making certain choices. . These characteristics are identifiable because they also affect the way we behave with each other, the way we spend our free time, the way we do our work and the way we learn. . I am able to tell my friends, neighbors apart because they are different from me and from each other.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont.) Pigeon Population Study Discussion Questions: A. Which birds appeared at the feeder most frequently? Did you give them names? B. How do you know which pigeons are which? C. Do you think pigeons are like people? D. Can you tell them apart? E. How are they different?		
1. In addition to noting/expressing that differences within categories and among people exist as specified in 1.1.1 above (learning activity #1) students will begin to identify and specify the differences, exploring the full range of variation for specified characteristics. 2. Discussion questions: Pigeon Population study. A. Which birds appeared at the city feeder most frequently? B. Did the pigeons perch on the school's window sills and roof? C. Are the pigeons afraid of people? D. Do they eat what appears in the feeder? Report results of the observation. E. Do the other birds eat what appears in the feeder? Report results of observations. F. Do the pigeons appear singly or in flocks? (CONT.)	COPS profile sheet (see 1.1.1) GATB profile sheet (see 1.1.1) Super's Work Values Profile Sheet (see 1.1.1) Scales For Measurement of Attitudes by Shaw and Wright. Measuring Attitudes, by IOX Center, UCLA.	In addition to being able to identify sub-groups within categories, students will be assessed on their ability to specifically identify the characteristics which deliniate the sub-groups. Students will be able to identify certain characteristics as "pigeon-like" and will be able to identify certain pigeons based on the range within which those characteristics are expressed Students will be able to relate/apply this concept to people. (cont.)

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.2 (cont.)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1.1.2 (cont.) G. Do the same pigeons come back again and again to feed during the day? H. Are the answers to these questions the same for all the pigeons or are they different for some? I. In what ways are the pigeons like any friends and acquaintances? 3. Play the game, "Who Is It?" One student will tell characteristics of another and the students guess who it is. 4. Students will write their own open-ended story. They will choose a partner with whom they can trade stories. Students will finish one another's stories. 5. Participate in "This Is Your Life". (Students find out all they can about another student, prepare it as a biography and present to the class. Baby pictures, momentos, special events, etc., could be included. 6. Look at pictures of children from lands to become aware of similarities and differences. 7. Make a graph of the number of learners in the class who have certain physical traits: hair color, eye color, right or left handedness.		Students will develop increasingly successful techniques for playing the game by "zeroing-in" on those characteristics which are most unique about an individual. Students will complete their picuture /story in a way consistent with characteristics already established by the student in his/her story. Teachers will determine degrees to which students have "captured" the essence of the subject in their simulations of "This Is Your Life." Students will be able to delineate important differences between/among subjects on the basis of appearance alone. Students will gather data for the completion of the pigeon graph which will demonstrate the possibility for variations within characteristics such that the range of variation is sufficient to provide for identifiable individuality.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.3 Identify his/her personal, leisure, working and learning interests, aptitudes, attitudes and values.	Language Arts	GATBE CLASSIFICATION Intelligence Verbal Aptitude Numerical Aptitude Spatial Aptitudes Form Perception Clerical Perception Motor Coordination Finger Dexterity Manual Dexterity COPS WORKER CLASSIFICATION Science Professional, Skilled Technical Professional, Skilled Outdoor Professional, Skilled Business Professional, Skilled Clerical Professional, Skilled Linguistic Professional, Skilled Aesthetic Professional, Skilled Service Professional, Skilled WORK VALUES INVENTORY, Super's Altruism Esthetic Creativity Intellectual Stimulation Achievement Independence Prestige Management Economic Returns Security Surroundings Supervisory Relations Associates Way of Life Variety

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Students may be assisted in many ways to identify their interests, aptitudes, attitudes, and values with no particular concern for their understanding of the implications of these characteristics. Inventories related to the content characteristics identified may be taken either by observation or by a questionaire administered either individually or in a group. As a take-off point for the preparation of such inventories, the scales mentioned have been translated into language which kids might deal with, in supplement A. (See attached supplement.) 2. Students will put their name at the top of a sheet of paper and list 5 characteristics about him/herself which makes him/her unique. Students may then compare/contrast their lists. If all students listed one characteristic, discussion of unique can be further developed. 3. Design a ME Booklet using pictures, questionnaires, creative writing, etc. Examples of creative writing titles could include: When I have time to do as I please, I like to _____. Three wishes I have are.... When I'm with friends, I like to... My favorite daydreams are.... Some special things I like to do.... Three dislikes I have are...(explain each.)	COPS profile sheet. GATB profile sheet Super's Work Values Profile Sheet Scales For Measurement of Attitudes by Shaw and Wright. Measuring Attitudes, by IOX Center, UCLA. Filmstrip/Sound: "The Importance of You". (FSS 230) Filmstrip/Sound: "Who Do You Think You Are?", (FSS 250) You and Me, Richard L. Kimball Educational Science Consultants, 1973. Children's magazines such as Cricket, Childhood, Highlights, Jack and Jill. Other collections of short stories found in school libraries. Materials: Paper, bags, scissors paste. Filmstrip, "It's Up to You" (FSS 329). Howley, R., Simon, S., Britton, D., Composition for Personal Growth: Values Clarification through Writing. Hart, 1973.	Either orally or within the context of a short paragraph assignment, each student will be able to characterize him/herself in "KID" terms in relation to "interests, aptitudes, attitudes and values as they relate to their home, working and learning environments. Any method of expressing these identifying abilities will be acceptable. Each student will be able to list at least 5 interests, aptitudes, attitudes and/or values that makes him/her different (special) among his/her peers. Each student will be able to express either artistically or in writing his/her unique aptitudes and abilities. Each student should be able to compare his/her physical traits with those of another student, looking for similarities and differences. Each student gives examples of their friends, interests, values, and attitudes that are different from their own.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values, and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.3 (cont.)		
1.1.4 Identify the contribution of work within the family.	Language Arts	In our country people are especially trained to do certain kinds of work. Teachers, farmers, factory workers, office workers as well as other workers, all have special jobs to do. In our own families, we all have special jobs to do.

SUPPLEMENT TO 1.1.3

1. Interests--COPS Scale, K-3 Translations

Science--Marine Biologist
Technical--Electrician
Outdoor--Forest Ranger
Business--Bank Manager/Store Owner
Clerical--Secretary
Linguistic--Translator/Teacher
Aesthetic--Artist
Service--Nurse

2. Aptitudes--GATB Classification

Intelligence--How smart am I?
Verbal Aptitude--Do people understand me when I talk to them?
Numerical Aptitude--Am I smart with numbers? Can I do my addition and subtraction without making mistakes?
Spatial Aptitudes--Is it easy for me to tell which is the biggest, the smallest?
Form Perception--Am I able to tell the shapes of things? Am I good with drawings?
Clerical Perception--

Motor Coordination--Am I a fast runner? A good jumper? A good ball player?
Finger Dexterity--Can I pick up tiny things fairly easy? Can I tie my shoes quickly and with no help?
Manual Dexterity--Do I like to work on my bike? Pound nails? Work in the garden? Make my bed? Help in the kitchen? Do sewing?

3. Work Values Inventory--Super's

Altrusim--Do I sometimes play my friend's favorite game instead of my own?
Esthetic--What would I rather do, color in my coloring book or play ball in the street? Do I like to help Mom and Dad pick out things to decorate the kid's rooms or the color to paint it with?
Creativity--Do I like to make designs? Tell stories? Make up games?
Intellectual Stimulation--Do I like to play checkers? Work on jig-saw puzzles? Figure out things?
Achievement--Do I feel good when I have finished my homework? When I finish building something? Do I feel good when Mom and Dad tell me I did a good job?
Independence--Do I ever clean up my dishes or take out the trash before Mom and Dad ask me to? Do I like to do things by myself? Do I like to be boss of my friends?
Prestige--Do I like it when the teacher picks me to do something in class or when my friends choose me to be their leader or when I have am one of the first ones to be picked when we "choose sides".

SUPPLEMENT TO 1.1.3 (Page Two)

3. Work Values Inventory-- Super's (cont.)

Management--Do I like to tell everybody what to do and how to do it? Does it make me mad when one of my friends tries to tell everybody what to do?
Economic Returns--Do I get an "allowance?" Am I supposed to do any work before I get my allowance?
Security--Do I like to try new things? Meet new friends? Do I like to do things by myself or is it better when I have a friend along?
Surroundings--Do I like to go to bed with a favorite blanket? Do I have a favorite glass to drink from? Do my friends and I have a clubhouse?
Supervisory Relations--Do I get mad when a kid older than me tries to boss me around? Do my friends mind when when I try to be a pretend boss?
Associates--Do my classmates like me? Do they pick me when we choose up sides? Do I like to play with kids my own age? With kids who have the same kinds of toys that I do?
Way of Life--Do I want to be like my Mom and Dad when I grow up? Do the same things? Go the same places? Do the same kind of work?
Variety--See question related to security above. Do I like to do lots of different things or the same things every day? Do I have only a couple of favorite games or a whole bunch?

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. My Ideal Day. Students are asked to explain in detail a perfect day. They would include where they would be at various times, who they would be with and what they would be doing. 5. Construct a paper bag puppet of him/herself. 6. Make a collage "About Me". 7. Trace an outline of students in butcher paper, using crayones, paint and construction paper to fill in his/her unique features. 8. "Personality of the week". Bulletin Board. Each student has 1 week to display a bulletin board about him/herself. Pictures, hobbies, examples of work done, etc. will illustrate the concept of individual differences.		
1. Students might discuss the role of his/her own grandparents, big sister, little brother, parents and then role play to illustrate the contribution of each to a working family unit. 2. Take a neighborhood walk to discover work being done. 3. Take sheets of drawing paper home to trace the hands of several adults (parents, neighbors, grandparents) to find out what work these hands do. 4. Compile a list of occupations of parents in the class. Students should be able to write the place of work and tell what their parents do in a simple description. Make a book from it. (cont.)	1. Fountain Valley Audio Visual Catalog Films. F-357 Big People--Little People F-216 Fathers--What They Do. F-197 Mothers-What they Do. F-232 Our Family Works Together Study Print III A family at work and play. 2. Filmstrips-- FS 6488 Helping One Another FS 2251 Introducing economics: The work we do. SP 131 Community Helper Cards--Set 1 (Members of our family) Film 232 Our Family Works Together (cont.)	Students will be able to characterize a workable division of labor within a functioning family. Careful attention should be paid to avoiding assignment of roles that could be considered stereotyped or sexist. Students will report on their responsibilities within the home, how they feel about their assigned responsibilities and the extent to which they complete their duties each week.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING . GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.4 (cont.)		
1.1.5 Demonstrate an awareness of the interdependence of workers.	Social Studies Geography	Each person depends on other persons. Every individual has something which he/she gives and which he/she receives from society.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
5. Develop a bulletin board around parents' occupations, adding a new Community Helper each day. Correlate with films and visitors to the classroom.	2. (cont.) Filmstrip 5609 A Place in the Family. Filmstrip 1200 Working and playing Together.	
1. <u>The Lunch Bag as A Classroom</u>. Chocolate Bar from workers in South America. Apples--from ranchers in Washington. Egg--from chicken ranches in So. Cal. Bread--grain from farmers in Kansas, made from flour by workers in Michigan. Made into bread at local bakery. Milk--processed by plants in California and the milk from local dairies. duced by cows who also eat grain produced by Kansas farmers. Have everyone tell what he/she brought in his/her lunch and who helped to produce the various items--also tell what Mom or Dad produces for society.	1. F-232 Our family Works Together. 2. FS6488 Helping One Another 3. FSS 316 Where Does It Come From. 4. SP 306 Farm Pictures and city Pictures. 5. F1091 Everyone helps in a community.	Teachers will note that each student is able to recognize that he/she is dependent on many others for their daily needs. Students will be able to describe how their parents help the community and will compare this with the ways they themselves help in the house.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.1 Individuals differ in their interests, aptitudes, abilities, values and attitudes.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.1.6 Demonstrate an awareness that a cooperative attitude makes work easier.	Language Arts	People working together with similar interests/goals can often be more effective than individuals working alone.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Scavenger Hunt--Objective--To develop an awareness in each student--that the work gets done better and sooner when more than one person helps. Materials--Scavenger Hunt Lists, pencils. Procedure--1. Work in pairs, 2. Draw a picture of your find. 3. Tell where it was found. Question-Can we complete the scavenger list and find all the things faster when only one student works or when several teams get involved. LIST OF ITEMS: Find: 1. A spider web. 2. An insect that lives in or under a shelter. 3. A leaf more than 2" long. 4. A plant no higher than your thumb. 5. A plant with berries. 6. A seed 'container'. 7. A tree whose bark is red. 8. A tree whose buds will soon flower 9. A shrub that has two colors. 10. Find some man made litter that comes from a tree.	1. F 186 Let's Build a House. 2. FS 6488 Helping one Another. 3. SP 191 Community Helpers. 4. SP 115 Neighborhood Friends and Helpers. 5. F 338 Values--Cooperation. 6. FS 1214 Good Helpers. 7. FS 1200 Working and Playing Together.	1. Progress in the development of a cooperative attitude may be characterized by the degree to which students demonstrate certain qualities such as: A. Following directions. B. Finishing work on time. C. Being punctual. D. Getting along well with Others. E. Being a "good helper."

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.1 Identify characteristics that are subject to change, e.g., interests, attitudes, skills, values and physical characteristics.	Social Studies Lang. Arts	.Self consistently changes through maturation.
1.2.2 Identify characteristics that can be changed by life experiences.	Language Soc. Stds. Art	.Learning skills, physical skills, work skills, interpersonal skills.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can discuss how people change. By using the self-analysis inventory checklist, let each student complete a form. Then after a 3 to 6 month period have each student complete the same form again. After this is finished, have each student record both in his/her Career Awareness Folder. 1. I like _____ 2. I am good at _____ 3. I want _____ 4. I am _____ inches tall. 5. I weigh _____ pounds.	.DUSO Kit .SRA Self-Awareness Kit .Career Awareness Folder	Each student will describe how he/she has changed during the last six months.
1. The teacher can have each student make an experience list: Behavior Before | Learning Activity | Behavior Now _____ | _____ | _____ _____ | _____ | _____ _____ | _____ | _____ 2. The teacher might consider having each student keep his/her own scrapbook making sure there is one entry each week on: .School subjects mastered .Physical activities .Friends	.DUSO Kit .SRA Self-Awareness Kit .Paper, magazines, art supplies	The student will complete the Experience List. Each student will complete his/her scrapbook.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.2 THE UNDERSTANDING, ACCEPTANCE AND DEVELOPMENT OF SELF IS A LIFE LONG PROCESS AND IS CONSTANTLY CHANGED AND INFLUENCED BY LIFE EXPERIENCES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.2.2 (cont'd)		
1.2.3 Evaluate his/her personal characteristic(s) that have been changed by life experiences.	Soc. Stds. English	.Increase knowledge of how he/she has changed by experience.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont'd) .Responsibilities .Major experiences At the end of the year, each student will identify those characteristics he/she has changed during the year.		
1. The teacher might lead a discussion on life experiences. When students have brainstormed various life experiences and the teacher has listed them on the chalkboard, each student will then complete a self-analysis inventory. I have changed: .(Learning Skills) .(Working Skills) .(Play Skills) .(Physical change)	.DUSO .SRA Self-Awareness .Fountain Valley Community Resource Guide .Filmstrip (164) "The Family"	Each student will complete a self-analysis inventory.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.1 Identify a variety of jobs in which he/she might be successful.	Soc. Stds. Guidance	.To define the relationship of work and jobs.
1.3.2 Identify each family's work contribution.	Soc. Stds. Art	.Each member of a family contributes to the family.
1.3.3. Explain why workers are interdependent.	All	.Each member of society contributes to the perpetuation of the society.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might want to ask students to discuss the concept of work. This can be followed by students brainstorming what work they do. Then from this list, have students brainstorm jobs they think they can presently do.	.World of Work Filmstrips .Career Awareness Folder .Magazines, newspapers .The Department of Employment brochures	Each student will complete a list of jobs that he/she might be successful in doing.
1. The teacher can begin a discussion on "What do we contribute to our peers, friends and family?" Then move the discussion to how the family members contribute. After the discussion, the teacher can have students role-play a family or have the class divide in small groups with each group assigned to make a collage of work that one family member contributes. Another possibility would be to have students complete a slide presentation of a fictitious family unit with slides showing how each family member contributes to the family.	.Clothing for students to dress up like family members .Magazines for collage materials .Filmstrip on work contribution of family members	Each student will identify family members' roles by participating in the class activities.
1. The teacher can divide the class into 4 or more groups. Each group will select one material item to analyze. After the teacher has approved the selection, students can trace the item from present, to its origin listing all the occupations they can recognize that has contributed to that item. It is suggested the teacher use the term 'Item Tree' or a similar term as students will also begin systematic planning.	.Career Resource Center materials .Large paper for students to trace item to origin	Each student will participate in the occupation identification through tracing an item.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.4 Demonstrate an awareness of peers' contributions.	Soc. Stds. English	.Peers contribute to the classroom and playground activities by doing assigned tasks, helping others, by being on a team and/or by playing with others.
1.3.5 List behaviors in school which might affect learning progress.	Soc. Stds. English Guidance	.Following directions, respecting rights of others, getting along well with others, complete assigned work, be punctual.
1.3.6 Describe his/her strongest aptitudes and the effects these can have on career selection.	Soc. Stds. Guidance Art	.Aptitudes (mechanical reasoning, spatial reasoning, verbal reasoning, numerical ability, language usage, work know-

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have a unit on the 'Ideal Classroom.' The students will first come to a consensus on what an 'Ideal Classroom' might be through small group (3 to 4) students) planning sessions where each group will tell the class what they think it might be. After all have reported and the teacher has compiled a list on the chalkboard, the students will vote on what they want in the 'Ideal Classroom.' After the vote, each student will volunteer to contribute on one or more of the suggested activities. The teacher can then have the class begin to design the room, making sure each student's contribution(s) is recognized.	.TA for Tots .DUSO	Each student will identify the contributions of 5 or more peers.
1. The teacher might want to bring in students from the upper elementary grades or from the high school, making sure those selected live in the local community. The resource persons can discuss their learning behaviors. This should be followed by each resource person working with a small group of students to explore what behaviors they feel necessary to facilitate learning in the classroom. Students will then role play an 'Ideal Classroom' learning situation.	.Students from the upper elementary grades and/or students from the local high school.	Each student can verbally state the universal behaviors associated with the learning process.
1. The teacher might want to have each student artistically (paint, collage,	.Career Ability Placement Survey (Edits Publishing Co.)	

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.3 ENVIRONMENT AND INDIVIDUAL POTENTIAL INTERACT TO INFLUENCE CAREER DEVELOPMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.3.6 (cont'd)		ledge, perceptual speed and accuracy, manual speed and dexterity). .Choosing a career that matches strong aptitudes might show better personal rewards in job satisfaction and potentially faster advancement.
1.3.7 List ways he/she contributes to his/her environment.	Soc. Stds. Guidance	.Does expected tasks at home, completes work in school, plays by the rules on the playground, is a good friend, volunteers to assist others.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) write, act out) project what he/she feels to be his/her strongest aptitudes. Each student will then show and tell, and/or act out his/her strongest aptitudes and indicate how these aptitudes might help his/her get a job/choose a career.		Each student will describe his/her strongest aptitudes and tell how they might be able to help in selecting an occupation.
1. The teacher can propose and teach a small unit on "Why it is important to help others." The content should include recognition of feelings as well as attitudes and should include content on why we feel good when we do something good and do something without being told for others such as parents, teachers, friends, neighbors. The teacher can then ask students to keep a diary for one week where he/she lists only how he/she has contributed to his/her environments. When the diary is complete, the teacher is encouraged to meet with each student individually to give positive comments. The materials should be filed in the student's Career Awareness Folder.	.Human Potential by Herb Otto .TA for TOTS	Each student will complete the list on how he/she contributes at home, in the classroom on the playground and with friends.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.1	Demonstrate awareness that employment trends, work roles and job mobility are constantly changing.	S.S. Guidance	New technology and supply and demand cause consistent changes in society.
1.4.2	List some occupations that no longer exist.	S.S. Guidance Art	Some occupations become extinct due to advances in technology or demand for various products.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. This is an opportunity for the teacher to talk about changes in society. The teacher can ask the class to tell how many places they have lived. Or the teacher might have the class to role play a train station where ticket sellers are used, train engineers, conductors, train repairmen and other employees. After the role play is complete, students should make a field trip to a R.R. station and/or attempt to get a guest speaker representing the R.R. who should speak on past and present jobs. The alternatives to a train station might be a space station that will depict potential jobs of the future.	. Encyclopedias . Youth employment counselors . Films projecting earlier times	Each student will describe how employment opportunities have changed in the last 10 years.
1. The teacher might ask students to interview three adults which can be parents, family friends, neighbors and/or other teachers. They are to ask: (1) Have you ever held a job that no one else does now? If yes, what was the title and what did you do? (2) Can you name some occupations that no longer exist? 2. When a list of at least five occupations are identified the teacher	. Resource persons . DOT . Encyclopedia of careers	Each student will identify at least five occupations that no longer exist.

COMPONENT 1.0 CAREER PLANNING AND DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.4 INDIVIDUALS MUST BE ADAPTABLE IN A CHANGING SOCIETY

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.4.2 (cont'd)		
1.4.3 List some occupations that may exist in the future.	S.S. Guidance English	.Futuristic planning
1.4.4 Demonstrate knowledge how some new inventions cause changes in societal values.	S.S. Guidance	.Societal values can be changed by advancements in technology.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont'd) might consider having the students write about, and/or draw about and/or talk about the occupations.		
1. The teacher might consider organizing a unit around living and working on mars and/or the moon. The students can consider the class as a space capsule. What occupations (tasks) will each have to perform. A second alternative is to fantasize living in a capsule under the sea following the same format. A third alternative can be dealing with problems of the future such as new foods/energy/travel/housing, etc.	.Personnel from the local employment agency .Materials from McDonnell Douglas Co. on aerospace trends .Space audio visual .Career awareness folder .Contact JPL for any free information on space .Films on the sea by J. Cousteau (Orange County Dept. of Education)	Each student will list some (5) future occupations.
1. The teacher needs to begin this effort by defining societal values in particular those associated with democracy. When the students have demonstrated knowledge of societal values, divide the class into groups of 3 to 5 students. Their assignment will be to create an invention of some kind, e.g., space ship, paper clothes, pills instead of food, a new fuel, etc. When they have finished ask each group to describe their invention, tell what it does and how might it change societal values.	.Paper, pastes, drawing materials .Rokeach's value scales .Lasswell's value scales .Group Facilitator Handbooks	Each student will describe how an invention(s) might change a societal value.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.1 Demonstrate awareness that work values are learned.	Soc. Stds. English Guidance	Super's Work Values Profile Sheet Altruism Esthetic Creativity Intellectual Stimulation Achievement Independence Prestige Management Economic Returns Security Surroundings Supervisory Relations Associates Way of Life Variety
1.5.2 Identify various work values.	Soc. Stds. English Guidance	Super's Work Values Profile Sheet Altruism Esthetic Creativity Intellectual Stimulation Achievement Independence Prestige Management Economic Returns Security Surroundings Supervisory Relations Associates Way of Life Variety

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. This is an opportunity for the teacher to talk about values towards school. Using the work values, describe (on the chalk board, posters, film, slides, simulations) how school values are the same as work values. After questions, divide the class into as many small groups as the number of values you want to discuss. Assign each group to role play both negative and positive behavior associated with the assigned work value as it applies to the classroom application.	.World of Work - Filmstrip series .DUSO .SRA SELF Awareness .Career Counselor .Career Resource Center materials related to work values. .Super's Work Values Inventory .Value Clarification	Each student will describe how he/she learned one or more of his/her work values.
1. The teacher can use a set of charades at this point to help students recognize worker's values. 1) Take a small (2" x 2") set of papers and put one value on each piece making sure there are as many pieces as there are students. 2) Each student will be asked to act out his value. 3) divide the class in half. 4) The students in one half will do their charades first. The other half will attempt to guess which value the student is acting out. After one side is through, the next half will do theirs. 5) The teacher will keep track of how many accurate guesses for each side.	.Super's Work Value Inventory .Old worker clothes to allow students to dress up as a worker.	Each student will be able to identify the work values as proposed by Super's Work Value Inventory.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.3 Explain how persons choose.	Soc. Stds. English History Guidance	Choices are made on values or goals.
1.5.4 Identify his/her goals related to home and school.	Soc. Stds. English Guidance	Values are expressed as goals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can ask students to list the choices a typical student makes each day. Using the form below, (place on the chalk board-or-a ditto copy for each student) the teacher a/o students will write in the choices. Choices — Value .Get up Stay in bed _____ .What clothes to wear _____ .What to have for breakfast _____ .How to greet the family _____	.SRA Self Awareness Kit K-3 .DUSO .Values Clarification .Deciding	Each student will describe how he/she made a choice stating related values.
1. Students need to be aware that by setting goals, they can create plans to achieve their goal and therefore be happier. The teacher might want to create a group of posters (or have students/aides/volunteers) on "Goals". Each day, the students can use the words as spelling words a/o discuss the goals a/o role play what the goals imply a/o complete a plan on how they can meet the goal. While this is going on, the students can maintain a daily dairy. When the last goal is discussed, each student will then record in his/her diary, the	.World of Work - Filmstrip series .DUSO .STA Self Awareness Kit .Career Awareness Folder .Values Clarification	Each student will describe what he wants to learn at school.

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.4 (cont'd)		
1.5.5 Demonstrate awareness how his/her personal goal(s) may affect both home and school life.	Soc. Stds. English Guidance	Each person has an affect on his/her environment.
1.5.6 Identify outcomes of his/her decisions.	Soc. Stds. Guidance	Every decision has resultant outcomes.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) goals he/she has for school. The resulats should be filed by the students in his/her Career Awareness Folder.		
1. By selecting some of the student's stated goals towards school and placing them on the chalk board, the teacher needs to draw the students into discussing how achieving these might affect his/her school life. The teacher is encouraged to write the comments on the chalk board. When the discussion is complete, instruct the students to write their goals on a piece of paper and describe how achieving them will affect their school life. When the task is complete the results should be filed in the student's Career Awareness Folder.	.The teacher is requested to search the materials bibliography at the end of the report for what he/she thinks might be appropriate for his/her classroom.	Each student will identify one or more personal goals for schoo and will describe the consequences he/she might experience at school while striving to achieve the goal.
1. The teacher will prepare what he/she thinks are common decisions students make during the day. Decisions — Outcomes Get up Dress Eat		

COMPONENT 1.0 CAREER PLANNING & DECISION MAKING GRADE LEVEL K-3

MAJOR OBJECTIVE 1.5 CAREER PLANNING SHOULD BE A PRIVILEGE AND RESPONSIBILITY OF THE INDIVIDUAL

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
1.5.6 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) Brush teeth Go to school Participate in school Eat lunch Go home Play Eat dinner Watch Television Bath Sleep Each student will use the list as a base to add to or delete from. When each has a completed list, they are expected to identify the outcomes of their behavior. The completed assignment should be filed in his/her Career Awareness Folder.	.TA for Tots .SRA Self Awareness Kit .DUSO	Given a list of decisions, each student will identify the outcomes he/she has experienced.

RESOURCES

GRADE LEVEL K-3 1.0 CAREER PLANNING AND DECISION MAKING

BOOKS

A Gamebook Series
Chronicle Guidance Publications
1976

A Person Is Many Wonderful, Strange Things
Pennant Educational Materials

All About - - -
Joyce Frank
Haslett Public Schools
Haslett, Michigan
1973

Behind the Scenes in a Department Store
Leon Harris
J. B. Lippincott Company
1972

Career Education Curriculum - "A Child Is His Universe"
Rowland Unified School District
1974

Career Education Program Volume 1
Houghton Mifflin

Carpentry
Karin Kelly
Lerner Publishing Company
1973

Children's Dictionary of Occupations
William Hopke, Barbara Parramore
Counselor Films, Inc.
1974

Clarifying Values Through Subject Matter
H. Harmin, H. Kirschenbaum, and S. Simon
Adirondack Mt. Humanistic Education Center
1973

Come to Work With Us In A Hotel
Jean and Ned Wilkinson
Children's Press
1972

Come to Work With Us In An Airport
Jean and Ned Wilkinson
Children's Press
1972

Comprehensive Career Education System, Curriculum Development Model K through 12
Learning Activities in all subject areas
Educational Properties

Everyone Has Important Jobs to Do Book 1
Economics for Young People Series
Shirley, Ray, and Robert Chilton
Children's Press

RESOURCES

GRADE LEVEL K-3 1.0 CAREER PLANNING AND DECISION MAKING (page 2)

BOOKS (con't)

Fuzzies, A Folk Fable For All Ages
Richard Lesser
Argus Communications
1971

Social Sciences: Concepts and Values
Harcourt, Brace, Jovanovich, Inc.
1975 (2nd Ed)

FILMS

Career Awareness
Coronet Instructional Media

I Wish I Were . . . (Parts 1, 2, 3, & 4)
Counselor Films, Inc.

What Shall I Be?
Coronet Films

When You Grow Up Series
- Business
- Communication
- Construction
- Environment
- Fine Arts
- Health
- Homemaking
- Manufacturing

When You Grow Up Series (con't)
- Marine Science
- Marketing
- Natural Resources
- Personal Service
- Public Service
- Recreation
- Transportation

Each film 8-10 min.
Counselor Films, Inc.

FILMSTRIPS

Career Awareness: A Primary Introduction to Career Education Series
Singer/SVE
1974

Career Awareness Field Trips Series
Guidance Associates
1975

Career Kits for Kids
Encyclopedia Britannica Educational Corp.

My Mother Works
Eye Gate

Workers
Coronet Films

Workers of the Community
Eye Gate

RESOURCES

GRADE LEVEL K-3 1.0 CAREER PLANNING AND DECISION MAKING (page 3)

GAMES AND SIMULATIONS

A Gamebock Series
Chronicle Guidance Publications

Can of Squirms
Pennant Educational Materials

Career Awareness Program
King Features Education Division
1975

Grow Power
Eileen Koper Binder
Educational Activities Inc.
1974

Helping Hands (Value Games Series)
Pennant Educational Materials
1972

MEDIA KITS

A Highway to Work and Play
McKnight Publishing Co.
1973

Career Development for Primary Grades
Learning Arts
1974

Developing Understanding of Self and Others (DUSO I)
American Guidance Service, Inc.
1973

Dimensions of Personality
Let's Begin - K-1
Now I'm Ready - Level 1
I Can Do It - Level 2
What About Me - Level 3
Pflaum/Standard

Discovering Self in Work and Play
McKnight Publishing Company

Exploring Interests in Work and Play
McKnight Publishing Company

Focus on Self-Development Series
Stage Two: Responding
Science Research Associates
1971

Frisky and the Turnabout Twins (Cook)
Pennant Educational Materials

Helping and Sharing (Cook)
Pennant Educational Materials

Just Right Job Stories
Coronet Instructional Media

Learning With Lolly (Cook)
Pennant Educational Materials

RESOURCES

GRADE LEVEL K-3 1.0 CAREER PLANNING AND DECISION MAKING (page 4)

MEDIA KITS (con't)

Our Working World Series
Science Research Associates
1973

Real People at Work
Changing Times Education Service

Stage One: Awareness - Focus on Self-Development
Science Research Associates

Stage Two: Responding - Focus on Self-Development
Science Research Associates

The Valuing Approach to Career Education (K-2)
Education Achievement Corp.
1973

The Valuing Approach to Career Education (3-5)
Education Achievement Corp.
1973

Using Knowledge in the World of Work
McKnight Publishing Company

Wee Winkie Bear (Cook)
Pennant Educational Materials

Wee Winkie and His Friends (Cook)
Pennant Educational Materials

Workers We Know (Programmed Awareness Kit Series)
Chronicle Guidance Publications, Inc.
1974

FLAT PICTURES

Moods and Emotions (Child's World)
Pennant Educational Materials

Social Development (Cook)
Pennant Educational Materials

PRINTED MEDIA, NON-BOOK

Career Awareness Program
King Features Education Division

Career Education in Appalachian Maryland
Maryland State Department of Education
1974

Social Development (Cook)
Pennant Educational Materials

STUDENT BOOKS

Here I Am
Science Research Associates

RESOURCES

GRADE LEVEL K-3 1.0 CAREER PLANNING AND DECISION MAKING (page 5)

STUDENT BOOKS (con't)

The Human Values Series (Blanchette, Arnspiger, Brill, Rucker)
The Teaching Pictures
Myself - Grade 1
Myself and Others - Grade 2
Our Values - Grade 3
Pennant Educational

The Me I Know
Science Research Associates

Why People Perform Services
American Institute for Research
1975

TESTS AND MEASUREMENTS

Inventory of Values (Murphy)
Pennant Educational Materials

Me and You Inventory (Colwell, Taylor, Simpson)
Pennant Educational Materials

TEACHER'S GUIDES

A Highway to Work and Plan
McKnight Publishing Company

Career Education Curriculum - "A Child Is His Universe"
Rowland Unified School District
1974

Career Education in Appalachian Maryland
Maryland State Department of Education
1974

Career Education Infusion Units
Orange County Consortium
1973

Career Education - Plans and Programs of the States
Chronicle Guidance Publications
1976

Career Elementary Units
Cobb County Public Schools

Developing Career Education
Nebraska State Department of Education

Guide for Integrating Career Development into Local Curriculum
Charles A. Jones Publishing Company

Moods and Emotions (Child's World)
Pennant Educational Materials

Self-Awareness and Understanding Myself and Others
Mesa Public Schools
1974

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RESOURCES

GRADE LEVEL K-3 1.0 CAREER PLANNING AND DECISION MAKING (page 6)

TEACHER'S GUIDES (con't)

The Yellow Brick Road - Source Book
of Career Guidance Strategies
Florida State University
1975

Why People Perform Services
American Institute for Research
1975

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.1 Identify how classroom and outside-of-school experiences might be related.	Reading Social Studies	Getting along with others, being on time, being part of a team and completing work.
2.1.2 Demonstrate knowledge that there are some things each person can teach another.	Social Studies	Everyone has something they are good at and can teach others: peers with peers; cross-age-level; students might teach parents.
2.1.3 List reasons why persons go to school.	English	Learn to communicate, acquire basic skills needed to live, acquire basic skills needed to work and acquire basic decision-making and planning skills.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. In a discussion, students will tell how they spend their time in school and out of school while the teacher makes a list on the board. In School | Out of School When the list is complete, students will discuss and teacher will record on board those classroom and outside-of-school experiences that are related and <u>how</u> they are related.	World of Work Filmstrip Students in upper grades DUSO Kits	Student will check off on a prepared list, those in-school and out-of-school related experiences.
1. The teacher will prepare a list of subjects to include hobbies, sports, school course content and whatever he/she feels children can relate to others. Each student will select a subject and show/teach a small group of peers how to do a task. 2. Have the students who can tie their own laces teach those that can't, i.e., other related skills and tasks can be taught also.	Video tape unit Career Resource Center AV equipment Hobby materials	The teacher will observe each student teaching peers.
1. Teacher ask students to sit, relax & close their eyes. Next, begin to set students in a stage of fantisizing:	Comic Books Posters of Workers Film "Careers of the 70's"	Each student will turn in a list on what he/she would like/need to learn at school.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.1 KNOWLEDGE AND SKILLS IN DIFFERENT SUBJECTS RELATE TO PERFORMANCE IN DIFFERENT WORK ROLES

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.1.3 (cont'd)		
2.1.4 Identify the relationships of going to school and going to work.	Social Studies	Universal work skills of punctuality, working together, completing tasks and receiving rewards.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) 1. Let's pretend you are grown-up. You are adults. 2. The way of life has changed. Their are rocket planes, rocket cars, TV telephones. 3. To live, each of us needs to support ourselves by working. 4. You are now to dream about what kind of work you would like to do. After two minutes ask students to open their eyes. Then each student will tell what he/she fantisized. The teacher will list on the chalk board. After each job is listed, then ask students what they need to learn in school to help them.		
1. Students will go to the supply of workers' clothes and dress up as a worker. In small groups and with a peer counselor or tutor, discuss what work he/she would do as a worker and what work he/she does as a learner. 2. Have students identify what they need to learn in school before they could go to work. Have teacher make list on board as to skills.	Workers' Clothes Sets (get from Salvation Army, Thrift-stores, home, purchase)	From a list of relationships prepared by the teacher using student comments from the small group discussion, students will check off appropriate relationships.

SKILLS	NOT IMPORTANT		VERY IMPORTANT
Read			✓
Write			✓
Math		✓	
Talk			✓
Walk	✓		
Sing			

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.1 Demonstrate knowledge that all work is of value to society.	Social Studies	Everyone contributes to his/her society.
2.3.2 Identify various rewards of job performance.	Social Studies Guidance	There are different kinds of rewards: . Money . Acceptance . Prestige . Affection . Self-Satisfaction

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Student will list ten jobs that have gone out of existence within the past decade and ten jobs that have come into existence within the past decade. 2. Make a chart "Who needs this Worker." Place a service job in the center and surround this with all the people who depend on this service. 3. Field trip to water purification plant, reclamation plant, sanitation plant. Discuss the importance and value of each. What happens to the community without each?	. Guidance Associates "Job Attitudes: Why Work at All?" - filmstrip . Economic Area-Local Chamber of Commerce . Speaker from local Consumer Affairs Office . Speaker from Securities Exchange Commission . GA. "Developing Values" . How to be a Better Student - Wrightstone - SRA . Occupational Outlook Quarterly (Forecasts J&B Mkt. expectations) . SRA Guidance Series "What is Honesty" . VIEW . SRA Occupational Exploration Kit . Job Market Outlook Orange County Office of Education . Work Values Inventory Donald E. Super. Grades 7-12 . Sanitation Dept. . Water Dept. . Reclamation plant	Each student will state in "show and tell" what work his/her parents do and why the job is important.
1. The student will discuss the kinds of rewards he/she enjoys getting in school. 2. Discuss the student's conception of what "pay" is. Don't forget fringe benefits and expense accounts, and promotions. 3. Construct average yearly salary chart for 10 of the most popular career choices. 4. Add a list to include social and personal rewards.	. Job Market Outlook Orange County Dept. of Education . Work Values Inventory Donald E. Super. Grades 7-12	Students will state what rewards they get for doing their class assignments.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.3 Identify how the performance of certain occupations meets the needs of the community.	All Areas	. Every occupation fills a need of the community. Services Consumer products Research

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Make a chart "Who needs this worker". Place a service job in the center and surround this with all the people who depend on this service. 2. Trace a can of vegetable soup back to the farms to realize the interdependence of a community. 3. Take an occupation like cooking and list all the utensils and workers in preparing a food dish. 4. Make a mural "Everyone can be a volunteer" to show how volunteers work in the community.	1. Guidance Assoicates, "Job Attitudes Why Work at All?" filmstrip. 2. Economic Area--Local Chamber of Commerce. 3. Speaker from local Consumer Affairs Office. 4. Speaker from Securities Exchange Commission. 5. GA: "Developing Values". 6. How To Be A Better Student--Wrightstone, SRA 7. Occupational Outlook Quarterly (Forcasts J&B Mkt. expectations. 8. SRA Guidance Series, "What Is Honesty" 9. VIEW 10. SRA Occupational Exploration Kit 11. Job Market Outlook, Orange County Office of Education. 12. Work Values Inventory, Donald E. Super, Grades 7-12. 13. Sanitation Dept. 14. Water Dept. 15. Reclamation Plant.	Students will state what rewards they get for doing their class assignments.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.4 Identify his/her contributions to others such as family, friends and peers.	Social Studies English	Everyone contributes to each other by doing his/her part. Doing work at home helps parents Being a friend means you listen, play with, and help.
2.3.5 Identify the kinds of rewards he/she likes to receive.	English Soc. Stu	Identifying self needs: . Being liked. . Getting allowance. . Having friends.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Use a "show and tell situation to describe the job he/she would like to have and how it would help other people. 2. Make and color their own family tree. 3. Role play family situations. 4. Role play how members of their family talk, sit or act. 5. Compare parents' jobs to grandparents' jobs. 6. With teacher's help make up a list of questions to ask parents for an interview. a. Why did you choose this job? b. Do you work alone? c. Who pays you?, etc.	1. Parents 2. Grandparents 3. TA for TOTS 4. DUSO Kit 5. Group Facilitator Handbook 6. Art Supplies	Tell about one job he/she does at home, who it helps and how it helps.
1. Student will discuss the kinds of rewards he/she likes to receive at school and home. 2. Start a classroom store where items can be bought with reward tokens received for good work, behavior, or whatever criteria is desired.	1. Bushard School Behavior Mod program. 2. "Token" supplies. 3. Group Leadership: A Handbook for Group Leaders. (Bates and Johnson) 4. TA for TOTS 5. DUSO 6. SRA Self Awareness Kit, grades K-2 and grades 3-5.	In small groups, students will tell one other student about something that he/she has contributed and how it has been appreciated.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.3 SOCIETAL EXPECTATIONS INFLUENCE THE NATURE AND STRUCTURE OF WORK.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.3.6 Identify the rewards he/she is presently receiving.	English Soc. Stu.	Self knowledge of characteristics and/or needs.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Students will identify and the teacher can list, the kinds of rewards they are presently receiving. 2. Students can be instructed to keep and or to make a diary about how he/she spends their time. Time can be allocated each day during writing and/or reading time to record (write/print/draw) his/her activities. In this diary he/she can list all the good things he/she got or good feelings they had often each day.	1. Paper to make diary. 2. Magazines 3. Group discussion 4. Skills manuals 5. Tell it like it is. 6. Other materials in the Career Resource Center.	Tell how his/her mother or father does things which show they like something he/she has done.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.1 Demonstrate awareness that certain skills are required to make leisure time meaningful.	Soc. Stu. English	Leisure/recreation time and successes are necessary.
2.4.2 Explain the variety of functions which leisure activities serve.	Art Health Soc. Stu.	Be with friends and family. Play vs. work Makes us happy Self-expression

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Draw a picture of an activity students would like to learn how to do. 2. Students will discuss all the things they like to do for fun and what they need to know how to do to have fun while doing it. 3. Relate how skills learned at home and at school can be associated with their parents' vacation and/or hobbies. 4. Bring to class collections, pets, hobbies, models, etc. to share and discuss how these could become part of the later occupations. 5. Make a chart showing different occupations and suggest various qualifications and restrictions. 6. From a list of types of "limitations" which an individual might possess, identify one role they could perform. 7. Collect various pictures of work (farming, fishing, etc.) and mount them on an outline map of U.S. 8. Discuss how leisure time is affected by geographical location. 9. Make a scrap book of individual needs and wants.	1. Community man--power resources to give oral presentations. 2. Parents come to school to show and tell hobbies. 3. Have a professional athlete give a class lecture. 4. Local Recreation Departments. 5. Local Hobby Shop merchants.	Each student will tell why the things they do for fun are important to them.
1. Students will discuss all the things they like to do for fun. 2. Students will bring hobbies to class and explain them to other students. 3. Start a classroom hobby or collection. i.e., Baseball cards or stamp collection. Discuss implications of collecting and arranging. (cont.)	1. Topps Bubble Gum Co. 2. U.S. Post Office 3. H.E.W.	Students will collectively form a list of ways leisure activities help people.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.2 (cont.)		
2.4.3 List a number of leisure skills which might enhance the value of his/her leisure time.	Art Health P.E.	Playing musical instruments. Art skills (drawing, painting) P.E. skills (sports, dance) Collecting (hobbies) Making things (Models) Games (cards)
2.4.4 Identify his/her own needs for leisure activities.	Art Music	Need for self expression which is non-competitive.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. Make a chart to show what is derived from leisure activities., i.e., health, relaxation, etc.		
1. Draw a picture of several activities you would learn how to do this summer, and tell how they involve different activities and skills. 2. List several activities which they have not done and then provide these activities for them to try. 3. Make a chart showing the most unique activities and the skills required to do them. 4. Have an expert in the most unique activities demonstrate their skills.	1. Community resources 2. Magazine ads. 3. School staff	The students will compose a list for themselves which they might like to acquire.
1. Have the students discuss what they think leisure activities might be. 2. Compare the classes' responses to what leisure activities might be by graphing the responses. 3. Allow the students to practice their favorite leisure activity at some time during the school day. 4. Have the students interview their parents, teachers, and friends to find out their most important leisure activity. 5. Make a collage of leisure activities as a class project or as an individual project. 6. Field trip to local hobby shop/sporting goods store, high school.	1. Magazines 2. School staff 3. Parents 4. Recreation Dept. 5. Department store catalogues. 6. Hobby shop catalogues.	Each student will list his/her needs for self-expression.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.4 THERE IS A RELATIONSHIP BETWEEN THE COMMITMENT OF EDUCATION AND WORK AND THE AVAILABILITY AND UTILIZATION OF LEISURE TIME.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.4.5 Identify leisure skills which would enhance the value of his/her leisure time.	Art Music P.E.	Identifying personal leisure activities and values.
2.4.6 List his/her leisure skills.	Art Music P.E.	Self leisure skills.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can have each student start his/her leisure time folder. In this folder, students will place in there the following materials: a. Leisure opportunities available in the local area. b. Leisure opportunities he/she would like to explore. c. His/her leisure skills now. d. His/her leisure skills they would like to develop. e. Art work on leisure time.	1. Maps from the Automobile clubs. 2. Sunday Times 3. Travel sections. 4. Handy crafts catalogues. 5. Community college.	The teacher will check the folder for completeness or each student will list potential leisure skills.
1. Make a chart showing the leisure skills which they possess. 2. Make a collage of the leisure skills that they possess. 3. Practice their leisure skills to improve their participation and performance. 4. Teach someone else their leisure skills. 5. Bring "show and tell" activities that demonstrate their leisure skills.	1. Magazines 2. Various collections. 3. School staff 4. Parents 5. Recreation Dept. 6. Department store catalogues. 7. Hobby shop catalogues. 8. Maps from the Auto clubs. 9. Sunday Times Travel Section 10. Tandy crafts catalogues 11. Community college.	Each student will make a list of his/her leisure skills and a list of leisure skills he/she would like to develop.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.5 There are many training routes to job entry.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.1 Identify occupational levels	Social Studies	Occupational Levels: Professional Professional and proprietary Technical Skilled Semi-Skilled Unskilled
2.5.2 Demonstrate knowledge of unions and professional associations.	Social Studies	Characteristics and purposes of unions and professional associations.
2.5.3 Define and list five different training routes.	Social Studies	Four year college/university; community college, apprenticeship programs; on the job training; private trade schools; U.S. Armed forces; hobbies/leisure activities; and, correspondence programs.

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SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Put up bulletin boards with titles of occupational levels with pictures under each. Have students cut magazine pictures representing occupations and put on board. 2. Have students dress up like a specific worker representing an occupation. They will then tell the class what work they do.	.Dictionary of Occupational Titles .Occupational Outlook Handbook .California State Dept. of Labor, Occupational Briefs .Magazines .Newspapers .Check Career Resource Center .Clothes that represent different levels of occupations	Teacher will observe student's participation in helping with bulletin board and in role playing.
1. Have a union and a professional association representative come and talk with the class. 2. Have the class list as many jobs as possible which they think have a union or professional association. From this list construct a flow chart to show the different occupations in the same union and/or the same professional association. 3. Visit a local union hall (Teamster or dock workers are examples) and/or a local professional office.	.Yellow pages .Community Resource Handbook .Parents .County professional associations, e.g., O.C. Bar Association, O.C. Medical Association, O.C. Accountants Association, O.C. Teachers Association, etc.	Each student will describe what workers do in a union and what workers do in a professional association.
1. Brainstorm ways that people can get experience and training to do certain jobs. Next have the class find out how their parents received their training and report back to the class. Grandparents? 2. Arrange with Career Ed. Copr. for a series of representatives representing each to come in with their work clothes on & with materials students can play with. After letting students exper. a	.High School Community Resource Handbook .High School Work Experience Coor. .Speakers from community .Materials from Career Resource Cntr. representing each	Each student will list five different training routes.

COMPONENT 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES GRADE LEVEL K-3

MAJOR OBJECTIVE 2.5 There are many training routes to job entry.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
2.5.3 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. (cont'd) hands-on experience, each student will then record by writing/ drawing/collage, the training route to that occupation. These materials should be placed in their Career Planning Folder.		

RESOURCES

GRADE LEVEL K-3 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES

BOOKS

All About . . .
Joyce Frank
Haslett Public Schools
Haslett, Michigan
1973

Careers - A Supplemental Reading Program
Series A, B, C
Harcout Brace Jovanovich
1973

Children's Dictionary of Occupations
Wm. Hopke, Barbara Parramore
Career Futures, Inc.
1974

Clarifying Values Through Subject Matter
H. Harmin, H. Kuschenbaum, and S. Simon
Adirondack M. T. Humanistic Education Center
1973

Community Careering: A Career Education
Gamebook
Chronicle Gudiance Publications, Inc.
1974

Comprehensive Career Education System,
Curriculum Development Model K through 12
Learning Activities in all subject areas
Educational Properties

Dinner's Ready
Anne Neigoff
Albert Whitman and Co.
1971

I Want to Be An Architect
(I Want to Be series)
Eugene Baker
Children's Press
1969

I Want to Be A Secretary
(I Want to Be Series)
Eugene Baker
Children's Press
1969

I Want to Be A Waitress
(I Want to Be Series)
Eugene Baker
Children's Press
1972

Let's Visit the Fire Station
(Your World Series)
Billy N. Opoe & Ramona W. Emmons
Taylor Publishing Co
1975

Let's Visit the Policeman
Billy N. Pope & Ramona Emmons
Taylor Publishing Co.
1975

RESOURCES

GRADE LEVEL K-3 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 2)

BOOKS (con't)

Let's Visit the Post Office
Billy N. Pope and Ramona Emmons
Taylor Publishing Co.
1975

Let's Visit a TV Station
(Your World Series)
Billy N. Pope & Ramona Emmons
Taylor Publishing Co.
1975

Now You Know About People at Work
Enclyclopedia Britannica Educational Corp.
1974

What Can She Be? A Newscaster
Gloria & Esther Goldreich
Lothrop, Lee & Shepard Co.
1973

What Could I Be
Science Research Associates

What Happens at An Animal Hospital
Arthur Shay
Reilly & Lee Books
1972

What Happens at A Gas Station
Arther Shay
Reilly & Lee Books
1972

What Happens Whe You Build A House?
Arthur Shay
Reilly & Lee Books
1970

What Happens When You Put Money in the Bank
Arthur Shay
Reilly & Lee Books
1972

What It's Like To Be A Doctor
Arthur Shay
Reilly & Lee Books
1971

What It's Like to Be A Musician
Arthur Shay
Reilly & Lee Books
1972

What It's Like to Be A Pilot
Arthur Shay
Reilly & Lee Books
1971

RESOURCES

GRADE LEVEL K-3 . 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 3)

BOOKS (con't)

Whose Tools Are These?
Edward & Ruth Radlauer
Children's Press
1968

Workjobs
Addison-Wesley

CHARTS

Study Posters for Elementary Career Awareness
(When You Grow Up Series)
Mini Productions, Inc.
1973

FILMS

Career Awareness
Coronet Instructional Media

I Wish I Were . . .
Part 1, Part 2, Part 3, Part 4
Counselor Film, Inc.

Manufacturing (Jobs in the City)
Centron Educational Films
1972

Mass Media (Jobs in the City)
Centron Educational Films
1972

Natural Resources (When You Grow Up Series)
Mini Productions, Inc.
1973

People Who Work in Factories
Coronet Instructional Media

People Who Work in Offices
Coronet Instructional Media

People Who Work in Stores
Coronet Instructional Media

Services (Jobs in the City)
Centron Educational Films
1972

When You Grow Up Series
Business
Communication
Construction
Environment
Fine Arts
Health
Homemaking
Manufacturing
Marine Science
Marketing
Natural Resources

RESOURCES

GRADE LEVEL K-3 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 4)

FILMS (con't)

When You Grow Up (con't)
Personal Service
Public Service
Recreation
Transportation
Each film 8-10 min.
Counselor Films, Inc.

Women at Work
Centron Educational Films
1972

FILM LOOPS

Appliance Servicemen
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Bricklayers
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Cooks and Chefs
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Dental Hygienists
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Licensed Practical Nurse
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Operating Engineers
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Painters and Paperhangers
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Policemen and Policewomen
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

Stewardesses
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.

Vending Machine Mechanics
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

RESOURCES

GRADE LEVEL K-3 2.0 EDUCATION, WORK AND LEISURE ALTERNATIVES (page 5)

FILM LOOPS (con't)

Waiters and Waitresses
(Job Opportunity Series)
Encyclopedia Britannica Educational Corp.
1970

FILMSTRIPS

Air Travel Today Series
Singer/SVE

Career Awareness: A Primary Introduction
to Career Education Series
Singer/SVE
1974

Education - Who Needs It?
Parts 1 & 2
Counselor Films, Inc.

GAMES AND SIMULATIONS

Career Flash Cards
Counselor Films, Inc.
1974

MEDIA KITS

A Highway to Work and Play
McKnight Publishing Company
1973

Exploring Interests in Work and Play
McKnight Publishing Co.

The Value Approach to Career Education
Education Achievement Corp
1973

The Valuing Approach to Career Education
Education Achievement Corp.
1973

Using Knowledge in the World of Work
McKnight Publishing Co.

PRINTED MEDIA, NON-BOOK

Career Flashcards
Career Futures, Inc.

World of Workers
Chronicle Guidance Publications
1976

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.1 Describe different lifestyles of different people.	Social Studies Language Arts Reading	People differ in the way they live.
3.1.2 List the components of lifestyles.	Social Studies Language Arts Art	Learning, working, personal care and adornment, interacting with others, nature of abode, productive activity, non-productive activity.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Children will share occupations of parents and role play the occupations. 2. Children will bring pictures of occupations that fall into the following categories: 1) paid workers 2) volunteer workers. Compile a class book from these pictures. 3. Briefly discuss feelings about different tasks -- how some enjoy, some dislike, i.e., learning to tie shoes, learning to write name. Discuss how feelings change toward a task once it is mastered.	.Audiovisual filmstrips - Changing Time Education Series .Come to Work with Us - Series by Jean and Ned Wilkinson, Sextant Systems, Inc., Publishers	The teacher will observe dramatization to determine whether or not students have gained an understanding of various occupations.
1. Students can construct a chart classifying workers according to job classifications and characteristics - whether the job involves working with people or things, working outside or inside, working with hands, sitting, standing, etc. 2. Use magazines and newspapers to cut out pictures of articles used in different occupations, i.e., policeman's hat, milk bottle, fire hose. 3. Read and/or learn poems relating to occupational roles. 4. Students will visit: lumber yard, hardware store, public library, bakery, furniture store, grocery store, etc. 5. Interview workers	.Magazines .Chart Paper, Glue, Scissors .Introducing the World of Work to Children (teacher's manual) .Interview Sheet .Tape recorder	The student will list the components of lifestyle.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.3 Describe how physical differences might relate to job choices.	Language Arts P.E.	Some occupations require greater physical demands.
3.1.4 Discuss how values relate to life-styles.	Soc. Stds. Lang. Arts Art Reading	How we dress, how we relate to others, where we live, what do we do for work, what we do for fun.
3.1.5 List reasons why people work.	Soc. Stds. Lang. Arts Health	Money to live, support family, contributes to others.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher might have the class write a letter to a professional athlete and ask him/her about his/her job. 2. At the same time, students might put together a slide show showing the physical strengths necessary for a number of occupations.	.Paper, envelope, pencil, stamp .Camera, film .Any film depicting people at work. .Dictionary of Occupational Titles (physical conditions)	The student can name some occupations that take great physical stamina and some occupations that do not.
1. The teacher might provide paper bags, oatmeal boxes, button, spools, paint, glue, yarn, construction paper, etc., for students to make puppets representing a worker of interest to them. 2. Discuss topic: How We Differ. Group and regroup students according to physical characteristics, likes and dislikes, hobbies and interests. 3. Make a class wishbook. Ask each child to bring a picture of something he/she wishes he/she could have. 4. Write letters to pen pals in foreign countries (Those studied in social studies). Have students find out hobbies and interests.	.Paper bags, buttons, spools, glue yarn, paper .Group Facilitator Handbooks .Joining Together by David Johnson .Magazines .Catalogs ."What Could I Be?" SRA (Concept 1. Objective 1.) .SRA. Focus on Self .Books and filmstrips on children of foreign countries .Foreign Exchange students .Personal slides (if possible)	Students can give an example(s) of how individuals differ according to dress, work, play, place of living and relating to others. Student can give an example(s) of how personal values may determine job choice.
1. Discuss Topic: How Needs Determine Jobs. a. Invite school employees in to demonstrate and describe their jobs, i.e., bus drivers, cooks, custodians. b. Role play the jobs that meet the needs of society. c. Sing song, "Cotton Needs Pickin".	.School employees .Music books (teacher's manual) .Magazines, catalogs .Encyclopedia of Careers-Vol. I & II by Doubleday - Ferguson, Publishers	Student can give an example(s) of how jobs provide for the needs and interests of people.

COMPONENT 3.0 LEISURE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.1 WORK MEANS DIFFERENT THINGS TO DIFFERENT PEOPLE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.1.5 (cont'd)		
3.1.6 Demonstrate awareness that his/her wants and needs may differ from their peers.	Lang. Arts	Wants and needs of an individual may differ from those of others.
3.1.7 List reasons why he/she would like to work.	Lang. Arts Math Reading	Money, feels good to help others, feels good to be able to do tasks.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. Discuss topic: Improve Our Living. a. Gather pictures of different occupations. Make a chart showing how life has been made easier by some occupations. b. Play Community Minus One. Dramatize by having students choose occupations. Take one occupation away. What effects does this have on the community.		
1. Each student will keep a diary of his/her activities for one week. The class will then divide up in small groups and compare what they did that was like what their peers did and what they did that was different.	.Assignment Chart .Recordkeeping system .Weekly diary	Students can give examples of how he/she is like his/her classmates and give examples of how he/she is different.
1. Discuss topic: Personal Reasons for Job Choice. a. Students will discover personal reasons for acquiring needed job skills for a specific job. b. Dramatize a personal need in a job situation.	.Occupational Information in the Elementary School - Norris, SRA .Earning Money - Frederick Rossomando, F. Watts, Inc., Publishers	List reasons why he/she would like to work.

COMPONENT LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.1 Describe how economic and political forces may affect his/her career choices.	Soc. Stds. Language Arts Math	Wars, unemployment, political elections, moving (changing living locations)
3.2.2 Demonstrate awareness how environment might determine reactions to feelings of others.	Soc. Stds. Lang. Arts	Noise; crowded; dirty; clustered; odors
3.2.3 Identify positive attitudes of workers.	Lang. Arts	Punctuality; follows directions; get along well with other workers; contributes to self and others

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The teacher can discuss topic: Changes in Family Lifestyle. This activity might be followed by having students role playing changes in different situations, e.g., lay offs, unemployment of parent, moving to a new location, etc. 2. The teacher can have students make collages on one of the forces such as moving, or having an increase in income. The collage should depict changes in lifestyle.	.Video-tape recorder .tape recorder .magazines .glue, scissors,construction paper .Self-Concept and Socio-Economic Status in Elementary School Children (teacher) - American Research Journal, 1972, Vol. 9 No. 4, pp. 525-538	Students will give examples of how moving, unemployment and/or politics may influence job availability.
1. The teacher can have an assembly line worker or some other type of worker come in and talk about the "safety rules in their line of work". This can be followed by having the class discuss all of the supplies that are needed to make their class run smoothly, i.e., crayons, pencils, etc. Next, have them write a supply list.	.Guest speaker: assemblyline worker .Filmstrip on Environment .Tape recorder and blank tapes .Interview question .Career Resource Center Technician .Crayons, pencils, supply list forms	Student can name/list major factors that will influence personal feelings toward various workers in a given situation.
1. The teacher can take students on a walking field trip to a market or store in the community & interview the workers and/or observe and record their attitudes. 2. An alternative can be to take children for a walk around the community & take along a camera and a tape recorder. Record various jobs the workers perform. Then, when back in the class setting, discuss the attitudes the students observed.	.Interview Question Sheet .Tape recorder .Camera .Filmstrip series on World of Work (primary) .Appropriate techniques in Group Facilitator Handbook	Each student can list attitudes of workers in relation to job satisfaction.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.4 Describe how each individual and family might develop a work value system.	Lang. Arts	Individuals within a family and/or a family collectively can plan and develop work values.
3.2.5 Explain individual rights, privileges, and responsibilities on a job in the community.	Soc. Stds. Lang. Arts Guidance	Responsibilities such as completing expected tasks, being punctual, getting along with others. Privileges such as adequate working conditions, adequate breaks, personal rewards. Rights such as fair treatment, payment of salary on time, health benefits, representation for negotiations.
3.2.6 List and define his/her personal environment.	Lang. Arts	School -- classroom, playground Home -- home, room Neighborhood -- play and shopping areas
3.2.7 Identify his/her attitudes toward work and school.	Lang. Arts Geography Soc. Stds.	Completes assigned tasks, punctual, gets along with others, contributes to class mates and family.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discuss Topic: Wide Variety of Family Jobs 1) What is a family? 2) How are families alike? 3) How are families different? 2. Have each student develop a family tree showing work contributions of family members. List and classify jobs according to family.	.Parent Questionnaires .Chart Paper .Graphing materials .Tape recorder .Newspaper adds .Brochures on careers and/or occupations .Career Resource Center materials	The teacher can observe each student's participation and contributions. The teacher can check family work tree and then have students file in their Career Planning Folder.
1. The teacher might have students cut picture newspapers or magazines that have people working and interacting together. This can be followed by conducting a discussion on how people need to interact in order to have an exchange of products, i.e., people earn money, spend it at the store, etc.	.Newspaper .Filmstrips on "World of Work" .Magazines .High school work experience student .Tape recorder and tapes .DUSO Kit .SRA Self-Awareness Kit	Each student will name/or list privileges, rights and responsibilities that are associated with a given community job position.
1. The teacher can begin by discussing the topic: Personal Environment. Then students might role play situations within personal environments. Next, each student needs to describe verbally and/or artistically and/or by collage and/or by photographs, his/her environmental characteristics.	.Tape recorder .Video-tape recorder .To Fathom the Self: Appraisal in School (teacher) Whitfield, S. Bourisseau, Houghton, Mifflin Co., 1972 .DUSO .SRA Self-Awareness Kit	Each student can name or list his/her personal environment characteristics related to school, home and neighborhood.
1. The teacher can leave each student grade him/herself on a check sheet which may look like this:	.Social Studies Units .Group Leadership: A Manual for Group Leaders	Each student will identify his/her attitudes toward school work and helping in his/her home.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.2 JOB SATISFACTION IS DEPENDENT ON HARMONIOUS RELATIONSHIPS BETWEEN WORKER AND WORK ENVIRONMENT

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.2.7 (cont'd)		

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. (cont'd) I am always on time. Yes/Usually/Most Times I complete my work. Yes/Usually/Seldom I get along with my classmates. Yes/Usually/Seldom I do work at home without being told. Yes/Sometimes/Never After the students check this off, the teacher is encouraged to talk with each student individually making sure to give positive feedback when appropriate. The check sheets should be filed in the student's Career Planning Folder.	.Parents .Cobb County Career Education Units .Audio Visual sound filmstrips .Mini Units - Changing Times Education series .Guest speakers i.e., doctor, farmer, newspaperman, etc. .SRA Career Awareness Kit .Field Trip Series - Guidance Assoc. New York	

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.1	List jobs in which his/her activities are repetitive and confined to one facet.	Lang. Arts Soc. Stds.	The activities of certain jobs are repetitive and continuous.
3.3.2	List jobs in which he/she has observed as repetitive.	Lang. Arts Soc. Stds.	Jobs can be classified as repetitive and continous from personal observation.
3.3.3	Explain contributions to society of each worker.	Soc. Stds. Lang. Arts Art	Each worker in society contributes to the maintenance and growth of society by his/her specific job.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Students can role play personal jobs and activities that are repetitive and of one specific nature (assembly line worker). 2. Discuss topic: Repetitive Home and School Activities. 1) Assign students to specific tasks, i.e., cleaning chalk boards, emptying waste baskets, cleaning the rooms, making their beds. 2) What would happen if such jobs were neglected? 3. Write and keep a journal about personal feelings and attitudes toward repetitive assigned tasks.	.Audiovisual sound filmstrips on chores and jobs .Journal .Videotape recorders .Tape recorders .Bread and Butterflies	Students can identify how understanding personal feelings about certain tasks will influence attitudes about that job or task.
1. Invite factory workers or assembly line workers into class to discuss and evaluate their work role. 2. Take a class field trip to a factory, market, or farm site in the community and observe worker routines.	.Guest speakers (i.e., factory worker assembly line worker). .Tape recorder .Interview question sheet .Fountain Valley Field Trip Guide .Fountain Valley School District Community Resource Guide	Each student will name or list jobs that he/she does that are repetitive in nature.
1. The students might construct a "model" neighborhood to illustrate the range of occupations that interact and support a community. 2. The teacher might invite a guest speaker (dentist, doctor, nurse, etc.) to talk about how their job helps the community. 3. The teacher might use role playing techniques to help point out that all work activities are worthwhile and helpful both to the family and to the community.	.Construction paper, scissors, glue cardboard boxes, crayons, paint .Guest speakers (i.e., doctor, dentist, nurse, etc.) .Fountain Valley Community Resource Guide .Tape recorder .Interview Question Sheet .Bread and Butterflies	Name/list contributions made by various workers to maintainance and growth of society.

COMPONENT 3.0 LIFESTYLE AND PERSONAL SATISFACTION GRADE LEVEL K-3

MAJOR OBJECTIVE 3.3 JOB SPECIALIZATION CREATES INTERDEPENDENCE

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
3.3.3 (cont'd)		
3.3.4 Describe how he/she contributes to his/her peers, family and friends.	Lang. Arts	Individuals contribute to friends, family and peers through doing chores, through helping and through relating.
3.3.5 List his/her activities others depend on and list other activities he/she depends on.	Lang. Arts	Actions and activities are interdependent among individuals.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4. This can be followed by having students make a mural "Everyone Can Be a Volunteer" illustrating how volunteer work helps the community. 5. Another activity might be constructing a bulletin board showing how the interaction and interdependence among different occupations in the community works. 6. The teacher might discuss with the students to help them understand that people pay taxes to the city, state and to the United States Federal Government, so that the government can buy for the people what they cannot buy alone or cannot buy together.		
1. Role play the following situations: a) Individual contributing to his/her peers in a school situation. b) Individual contributing to his/her family in a home situation. c) Individual contributing to his/her friends in a personal situation.	.State of Michigan Career Ed. Guides .Tape recorder .Videotape recorder .DUSO .Puppets .Bread and Butterflies .SRA Self Awareness Kit .Filmstrip series on World of Work	Student can give an example(s) of how his actions and behavior will contribute to peers, family and friends.
1. Complete "What I Like" form 2. Construct a chart with two major headings: myself, others	.Chart paper, pencils ."What I Like" form .DUSO .Bread and Butterflies	Student can give an example(s) of where individual behavior is dependent upon that of another individual.

RESOURCES

GRADE LEVEL K-3 3.0 LIFESTYLE AND PERSONAL SATISFACTION

BOOKS

All About - - -
Joyce Frank
Haslett Public Schools
Haslett, Michigan

Comprehensive Career Education System
Curriculum Development Model K through 12
Learning Activities in all subject areas
Educational Properties

CASSETTE TAPES

Knowing Our Community Helpers
Singer/SVE
1969

GAMES AND SIMULATIONS

Grow Power
Eileen Koper Binder
Educational Activities, Inc.
1974

FILMS

Duke Thomas, Mailman
Churchill Films

What Shall I Be?
Coronet Films

FILMSTRIPS

Career Awareness: A Primary Introduction
to Career Education
Singer/SVE
1974

MEDIA KITS

A Highway to Work and Play
McKnight Publishing Co
1973

The Valuing Approach to Career Education K-2
Education Achievement Corp
1973

The Valuing Approach to Career Education 3-5
Education Achievement Corp.
1973

Using Knowledge in the World of Work
McKnight Publishing Co.

TEACHER'S GUIDES

Worker and Consumer Interdependency
American Institute for Research

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.1 CONSUMER AWARENESS AND USAGE WILL DETERMINE CAREER STABILITY.

	CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.1.1	Describe that everyone is a user of goods and services.	Language Arts	. Use of goods such as food, clothing, electricity, cars. . Use of services such as teachers, fireman, policemen, grocery clerks, dentists, doctors, etc.
4.1.2	Identify that he/she is a user of goods and services.	Social Studies	. Individuals use goods such as food, clothing, electricity, cars, etc. . Individuals use services such as doctors, dentists, teachers, etc.
4.1.3	Identify how he/she is part of the consuming public.	Social Studies	. Personal use of goods . Personal use of services

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
The teacher and students can play a game in which they guess whether certain people produce goods or services.	. Magazines . Newspapers	Each student can give examples of things people buy or services they use in day to day life.
Students can color pictures or cut pictures from magazines representing goods and services they use.	. Magazines . Newspapers . Catalogues . Colors . Sissors . Paste	Each student can name/list products he/she buys at stores or services used such as barbershops, bus drivers, etc.
Show students occupation cards and let students determine what services each worker provides for the students. Students can cut from magazine pictures showing producers at work and construct charts of those workers who are "Producers of Goods" and those workers who are "Producers of Services."	. Magazines . Newspapers . Catalogues . Colors . Sissors . Paste	The student can name those goods and services he/she must have to live.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.1 Describe the importance of getting along with each other.	Language Arts	Students learn better and work together when they are friendly.
4.2.2 Identify some community adult roles.	Social Studies	Community workers as grocery clerk, mail persons, policemen, firemen, trash collectors, doctors, dentists, teachers.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. The children may dramatize situations calling for cooperation in school and at home. Discuss what is involved in cooperating with each other. The teacher may ask the children to relate how cooperation is involved in the world of work. 2. The class may write and produce a puppet play around the idea of cooperation in home, school, and work. The teacher will want to stress the importance of the give and take in cooperation during all stages of the development of the play.	1. Puppets 2. Bates, M. and Johnson, C.D., Group Leadership: A Manual for Group Leaders. Denver; Love Publishing Co., 1972.	1. The student will tell a reason why people should get along with one another.
1. Take a trip around the community to look for all the kinds of workers they see. List on chalkboard as the children recall workers they saw. 2. Students keep a tally of kinds of workers they see in one day's time. Discuss what each worker mentioned does. 3. Invite some of the kinds of workers mentioned during above activity to explain their duties and training.	. "Living Together Series", filmstrips, Society for Visual Education. . "The Neighborhood Community Series," filmstrips, Encyclopedia Britannica Films. . "Our Homes Series," filmstrips, Eye Gate House.	1. Give examples of community adult roles.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.3 List characteristics workers should have to maintain employment.	Social Studies Language Arts	Characteristics needed to maintain a job including being on time, following directions, completing tasks, getting along with other workers.
4.2.4 Relate how students' roles are similar to and different from adult roles.	Social Studies Reading Language Arts	Adults and students roles are similar in that students need to be on time, following directions, completing tasks, getting along with others, learning, keeping a schedule. Adults and students roles are different in that adults get money for their work, adults support themselves and others, students are taught by teachers when adults learn on their own. Students can walk to school, where adults usually travel a longer distance.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Let class develop model of community or town--each child adding a store factory, home, church or school made from small boxes; as each child places his building on "Streets" let him/her explain who works there and what the job is. Children may be encouraged to do some research through interviewing before their contribution is made to the community layout. 2. Children may make stand-up workers and place in the community layout in appropriate work setting. As each child adds a worker to the scene, he may explain how the worker helps people in the community. 3. Culminate this activity by pointing out that each worker depends on other workers for various things. Let children relate family experiences which illustrate this point.	1. Check films available on various occupations from district or community library. 2. Occupation descriptions that are written in storybook form on various occupations. 3. Filmstrips and other materials available in school career center. 4. Crayons, paper 5. Posters 6. Camera and film	1. Give traits workers need to keep a job.
1. The teacher may use role playing with two groups. A. Group one consists of mother, father and several children. Each helps at home with particular tasks suited to his/her age and soon becomes adept at his/her work. B. Group Two consists of mother, father, and several children. This time, however, members of the family try to do jobs not suited to them and switch jobs frequently so they do not become proficient at the task.	(See resources listed directly above)	1. Compare what he/she does at school with what parents do at work.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.5 Identify how grooming and different dress habits relate to different work roles and work environments.	Reading Language Arts	Work roles and work environment determines dress habits. . Outside workers dress for heavy work and workers who work inside wear comfortable dress clothes. . Outside workers have to wear rain clothes sometimes and other times they have to wear clothes to keep warm. . Some workers must wear uniforms.
4.2.6 Demonstrate awareness of various behaviors associated with selected community occupations.	Social Studies	Each occupation has behaviors that are unique such as a fireman, a policeman, a nurse, a gasoline station attendant, a doctor.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Trace each child's body on a large piece of butcher paper. (Doubled) Have each child choose a career and then paint their body silhouette in the appropriate clothing for that job. Stuff it with newspapers. Have the student use his/her job character as a part of a report; as part of a careee day demonstration; to role play, etc. 2. Using Peabody Language Development Kits--have children match tools and uniforms to specific jobs. Discuss need for special tools and appropriate uniforms.	1. Pictures from magazines. 2. Films or filmstrips showing people at work.	1. Give examples of how grooming and dress vary with different jobs.
1. Role play safety situations. 2. Play "Think Ball". Children sit in a circle on floor. A large ball is passed to any child that is named. That child tells in a positive way how to act to various situations that need behavioral improvement. ex. a. What if the teachers come late to work--what would happen? b. What if the carpenter leaves his/her tools at home--what would happen? 3. Teacher-pupil plan, build and operate a store. Stress cooperation at all stages of the development. This can be kept for the month of November when emphasis on math can lead to good practice in the use of money and numbers.	1. Check films available on various occupations from districts or community libraries. 2. Occupation descriptions that are written in storybook form on various occupations. 3. Filmstrips and other materials available in school career center.	1. Tell what or how a policeman (or some other example) behaves at work.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.6 (cont.)		
4.2.7 List work responsibilities at school, home and playground.	Language Arts Social Studies	Work responsibilities exist at school, home and on the playground. School: Be on time, follow directions, finish tasks, get along with others. Playground: Follow rules, follow directions, play with others on teams. Home: Follow rules, pick up clothes, keep self and room clean and neat, be on time, get along with others, help others in doing work as mowing grass, doing dishes, etc.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
4.2.6 (cont) 4. Teacher-pupil write a continuing experience story of the store development. Make frequent reference to the term, "cooperation."		
1. Dramatize the following situations: A. A family who does not cooperate in working at home. Mother and daughter wash the dishes. The daughter dries them before the mother washes. The father and son work in the yard. The father rakes and waters the grass before the son mows the lawn. B. Another family works together to get the work at home done. Discuss the importance of the family working together. Lead children to the discovery that by cooperating, we get more done in less time, and we have time for family fun and we are usually happier in our work.	1. Use personal experiences of students in the class. 2. Crayons and paper. 3. Magazines to use to cut from.	1. Give examples of what they have to do at school, home, and play in order to get the work done.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.8 Identify his/her responsibilities at school, home and playground.	Language Arts Social Studies	The responsibilities of school, home and playground activities.
4.2.9 Describe his/her behaviors in a variety of environments.	Language Arts Social Studies	Behaviors appropriate to classroom, playground, and home.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Discuss responsibilities. 2. Have students tell about their home responsibilities.	1. Personal experiences of the students.	1. Give examples or make a list of what they have to do at home, school, and play.
1. The teacher may use a check list inventory as a means of helping students begin understanding themselves. I like to: ____be outdoors ____be indoors ____draw pictures ____talk to people ____be by myself ____help people ____work with machines ____do things where I can move around ____work with my hands ____try new things ____make up songs ____build things ____collect things	1. Personal experiences of the students.	1. Tell how he/she behaves at church, in stores, on vacations, visiting friends, or relatives, etc.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.10 List how he/she cooperates with others.	Social Studies Language Arts	Methods of cooperation between individuals and others such as sharing with others, listening to others, and following rules.
4.2.11 Identify how he/she contributes to the school, home and play environments.	Social Studies Language Arts	The contributions individuals make to school, home and play environments such as helping others, picking up trash, doing chores, doing well in working situations.
4.2.12 Demonstrate positive interpersonal skills.	Social Studies Language Arts	Individuals need to get along with one another by listening, making positive remarks and by playing with many others.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Conduct a classroom experiment. First day--assign one child all of the myriad of classroom duties, pass out books, take up milk money, etc. Second day--assign several children the classroom duties but tell them to try to do each duty all at the same time. Third day--assign several other children the classroom duties and to work together. Fourth day--discuss what happened the three previous days. Discuss these questions: 1. On which day did the work go smoother? 2. On which day was less time consumed by classroom duties? 3. On which day were people happier in their work?	1. Personal experiences of the students involved.	1. Teacher observation of cooperative efforts in classroom and/or playground.
1. Have students form a group to beautify a special part of school or playground. 2. Each student have a project to keep room clean at home.	1. Personal experiences of the students involved.	1. Give examples of a contribution made at school, home, and on the playground.
1. The students may find or draw pictures of workers cooperating and develop a class book. Encourage students to cooperate in developing the book. This may need to be done on a small group (committee) basis for children at this age frequently can cooperate with a few people but have difficulty with a large group situation.	1. Films and filmstrips related to getting along with others.	1. Teacher observation of behavior.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.13 Contribute positive actions to the school environment.	Social Studies Language Arts	Positive behavior such as following rules and regulations, helping others, and getting along with others stressed in the school environment.
4.2.14 Demonstrate skills in working cooperatively with others to accomplish a given task.	Social Studies Language Arts	Cooperation needed to accomplish tasks includes helping each other, following rules and regulations.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Give "Snoopy" dollars for every time they contribute to making school better. 2. Trade "Snoopy" dollars then for smaller prizes or special treats.	1. Personal experiences. 2. Experiences of others. 3. TA for TOTS 4. DUSO Kit	1. Teacher observation of actions at school.
1. Conduct a classroom experiment. First day--assign one child all of myraid of classroom duties, pass out books, take up milk money, etc. Second day--assign several children the classroom duties but tell them to try to do each duty all at the same time. Third day--assign several other children the classroom duties and to work together. Fourth day--discuss what happened the three previous days. Discuss these questions: 1. On which day did the work go smoother? 2. On which day was less time consumed by classroom duties? 3. On which day were people happier in their work? 2. Give "Snoopy" dollars for every time they contribute to making school better. 3. Trade "Snoopy" dollars then for smaller prizes or special treats.	1. (See resources directly above)	1. Teacher observation of cooperativeness in a group task completion situation.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.2 IDENTIFYING WITH AND PARTICIPATING IN ADULT ROLES AND RESPONSIBILITIES IS CONSUMMATED IN THE WORK ENVIRONMENT.

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.2.15 Follow written and oral instructions in classroom and playground tasks.	Reading Language Arts	Following directions necessary in classroom and playground tasks.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Give points or some reward for following directions. 2. The class may be divided into small groups (committees of not more than two or three on first grade level.) The students can use appropriate books to discover how many workers specialize to produce products (the term goods may need to be explained). The students make reports to the class on the results of their investigation through dramatization, cartoon picture shows, murals, or TV box.	1. Listening for the Primary Grades, Children's Records, Inc. 2. The Story of Communication: filmstrip, Eye Gate House, Inc., 14001 Archer Ave., Jamaica, 35, N.Y. 4. Communication for Beginners, Coronet Instructional Films, Coronet Building, Chicago, Ill.	1. Teacher observation of ability to follow directions in given situations.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.3 WORKER TRAITS ARE TRANSFERABLE TO MANY OCCUPATIONS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.3.1 Demonstrate awareness that all workers need to communicate by reading, writing, speaking and listening.	Reading Language Arts	How reading, writing, speaking and listening are used in working.

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Play "Who Am I?" Game concerning vocations that use reading, writing, speaking or listening skills. 2. List people children know and can name who use speaking in their work. 3. Find pictures of people in magazines who use talking in their jobs. This could be used for a bulletin board display or an experience chart story. 4. Children may mention devices to which we listen and list on the board. Ask children to think about which ones their fathers and mothers use in their work. a. telephone; b. radio; c. tape recorder; d. television, etc. 5. Play record of farm and city sounds. Ask children to listen for sounds associated with different occupations. 6. Draw pictures of how listening helps us work better. Write children's statements at bottom of picture and make class book. 7. Have a parent come to class whose job hinges on ability to communicate through writing: a. What he does b. Why students will want to write c. How writing helps him. 8. Develop bulletin board of tools people use in their jobs that help them write: a. pencil b. paper c. typewriter d. pen 9. Conduct survey of children's parents as to their need to read in their occupations. Tabulate the results & develop a simple graph.	Basic texts developing these skills Reading books Talking about jobs people do Observation of adults at work	Give examples of how workers use communication skills on the job.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.3 WORKER TRAITS ARE TRANSFERABLE TO MANY OCCUPATIONS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.3.2 Demonstrate knowledge that basic mathematics is a necessary skill to work and for life.	Math	Getting paid for work, making change, buying goods, keeping time, cooking
4.3.3 Identify skills workers need to acquire to get along on any job such as being on time, doing what is expected, etc.	All	Show the association between good work habits formed at school and those used at work are same.
4.3.4 Describe how basic math, reading and writing skills influence his/her ability to solve problems.	Math Reading Language Arts	Problem solving by using basic skills

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
1. Find pictures in magazines of people who use numbers in their work. Mount and have children dictate or write comments as to how a person in a given job would use numbers in his work. 2. Use occupation cards from Peabody Language Development Kit #2. Have individual children identify an occupation and tell how a person in this job would use numbers. 3. Discuss these questions: a. Does your mother need to use numbers when she cooks? b. How does your father use numbers in his work? c. What other workers do you know about who use numbers in their work?	Examples of how math is used in the home, market, at work, by adults	Give examples in a matching test of math skills and application at work and home.
1. Children may list their own skills such as lawn mowing, handicrafts, housework, etc. A discussion may follow on how they could use these skills to earn money. The discussion could include the importance of being prompt, keeping track of time, the rate of pay involved in a job.	Experiences of adults the children know. Children's books on careers: Our Working World Neighbors at Work	Tell examples of skills they use at school which can be used by adults at work.
1. Discuss these questions: a. How does reading help your father's work? b. How does reading help your mother's work? c. How does reading help them when they are not working?	SRA Focus on Self-Development Peabody Language Development Kits	Give a simple problem to solve which makes use of basic math, reading and writing skills.

COMPONENT 4.0 OCCUPATIONAL ROLES GRADE LEVEL K-3

MAJOR OBJECTIVE 4.3 WORKER TRAITS ARE TRANSFERABLE TO MANY OCCUPATIONS

CURRICULAR OBJECTIVE (COMPETENCY)	AREA OF EMPHASIS	CONTENT
4.3.4 (cont'd)		
4.3.5 List a variety of skills he/she has that are used in different tasks.	All	Learn to see how many ways basic skills can be used.
4.3.6 Identify how his/her manipulative skills relate to specific task performance.	All with emphasis in P.E. and Art	Skills involving using hands and/or legs are necessary to write, go get something, play games

SUGGESTED LEARNING ACTIVITY	RESOURCES	ASSESSMENT STRATEGIES
2. Discuss how each child's mother and father figure out a solution to a problem. 3. After instruction in the use of rulers, yardsticks and tape measures, ask students to name workers who would use linear measurement in their work. Possible occupations are carpenters, cabinet makers, architects, plumbers, sign painters, interior decorators, road builders, tailors. 4. Divide students into groups and give each group a task involving measurement. For example: One group might be called "Roadbuilders" and its task would be to measure a designated area of the schoolyard.		
1. Make a list of tasks. The students will associate the need for specific basic skills with each occupation by writing them on a prepared chart.	Teachers Create a series of problems	Perform what is stated in the objective.
1. Using an individual checklist help each child assess the various manipulative skills they possess such as: Cutting with scissors on a line, writing their name with a pencil, tying their shoes, putting a simple puzzle together, pasting shapes on a pattern, playing outside games. 2. Discuss various manipulative skills that specific workers need. Make a pictorial chart with workers using their manipulative skills.	Jigsaw puzzles Art projects involving cutting & pasting Coloring pictures	Given a specific task to perform, he/she will tell what manipulative skills are needed to complete the task.

RESOURCES

GRADE LEVEL K-3 4.0 ADULT OCCUPATIONAL ROLES

BOOKS

Everyone Has Important Jobs to Do
Children's Press
1970

GLOSSARY OF TERMS

APPENDIX EXHIBIT A

In the construction of the Career Development Competency Model (CDCM), term usage and/or definition is necessary to ensure consistency.

To define the major tasks of a competency model for a career education delivery system the Career Education Competency Committee has agreed to the following definitions for the project:

a) Career Education -- is a concept which influences all experiences at all levels and in all disciplines. Career education seeks to blend the development of academic skills, leisure skills, and occupational skills. Career education is designed to infuse concepts of career development into all levels by providing each student with a coordinated educational experience consisting of career awareness, exploration, preparation, guidance and placement.

b) Career Development -- is a lifelong process which involves a series of experiences, decisions and interactions which, taken cumulatively, result in the formulation of a viable self concept and provide the means through which that self concept can be implemented both vocationally and avocationally.

c) Competency -- is a developed knowledge, attitude or skill that is observable, that can be transferred from a learning situation to a real life situation and that involves the production of a measurable outcome.

d) Component -- is the term used to identify sets or categories of concepts.

The four components of the CDCM are:

- .CAREER PLANNING and DECISION MAKING
- .EDUCATION, WORK & LEISURE ALTERNATIVES
- .LIFESTYLE and PERSONAL SATISFACTION
- .OCCUPATIONAL ROLES (added to the California Career Development Model)

e) A concept -- is an assumption, opinion or rationale of what should be.

.There are 16 concepts in the CDCM. Each concept will be extended in terms of competencies to be demonstrated.

f) Functional Competency Levels -- are the levels of competencies to be demonstrated.

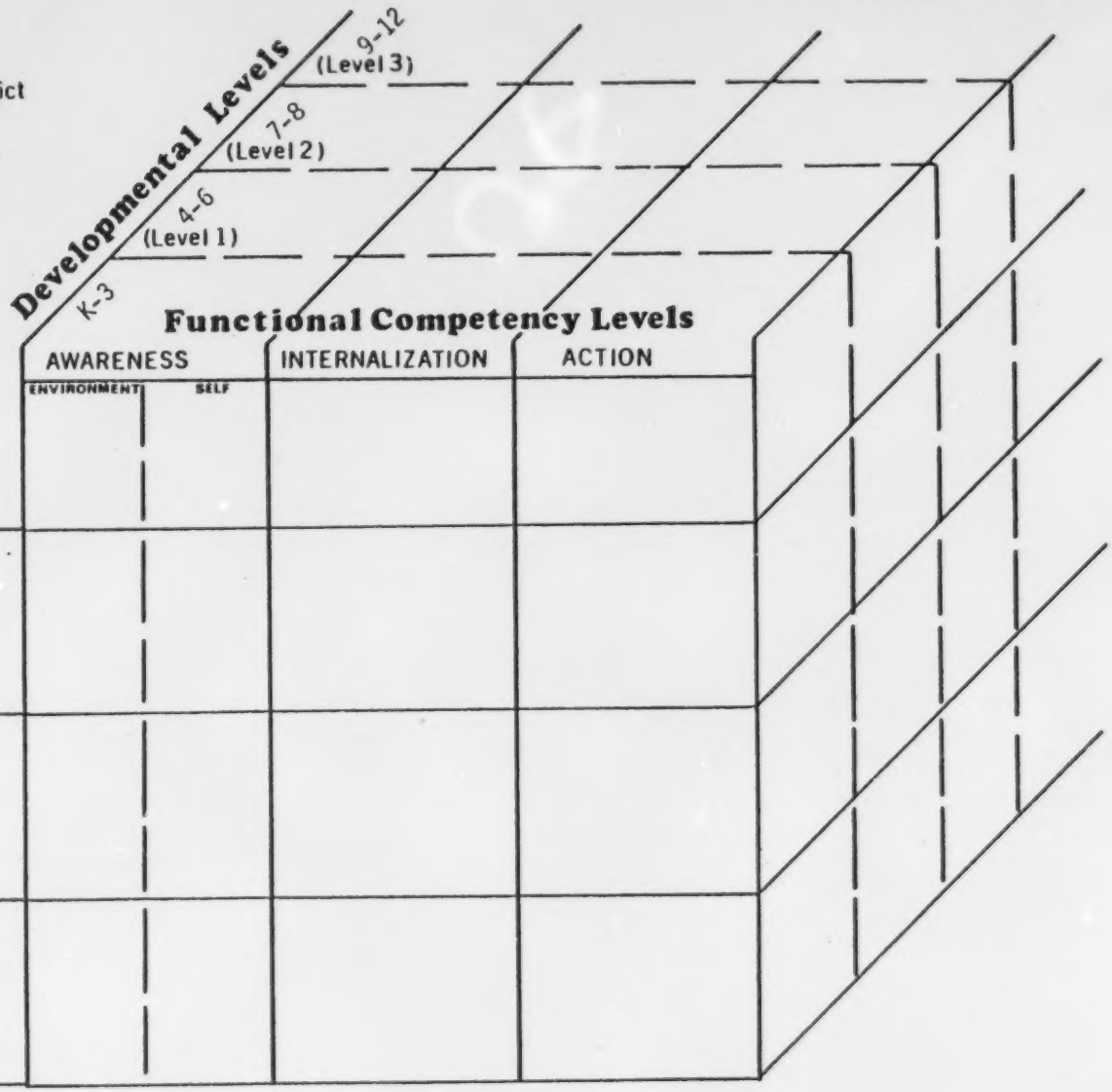
.The levels are 1) awareness (knowledge) of environment and awareness (knowledge) of self, 2) internalization (understanding in terms of self) and 3) action (utilizing internalized knowledge).

The levels are systematic. That is, evaluation and revision can occur (and in fact do occur) at each competency level.

APPENDIX EXHIBIT B

Huntington Beach Union High School District

CAREER DEVELOPMENT COMPETENCY MODEL



CAREER PLANNING AND DECISION MAKING

Individuals differ in their interests, aptitudes, abilities, values and attitudes.

The understanding, acceptance, and development of self is a life long process and is constantly changed and influenced by life experiences.

Environment and individual potential interact to influence career development.

Individuals must be adaptable in a changing society.

Career planning should be a privilege and responsibility of the individual.

EDUCATION, WORK AND LEISURE ALTERNATIVES

Knowledge and skills in different subjects relate to performance in different work roles.

There is a wide variety of occupations which may be classified in several ways.

Societal expectations influence the nature and structure of work.

There is a relationship between the commitment of education and work and the availability and utilization of leisure time.

There are many training routes to job entry.

LIFESTYLE AND PERSONAL SATISFACTION

Work means different things to different people.

Job satisfaction is dependent on harmonious relationships between worker and work environment.

Job specialization creates interdependence.

OCCUPATIONAL ROLES

Consumer awareness and useage will determine career stability.

Identifying with and participating in adult roles and responsibilities is consummated in the work environment.

Worker traits are transferable to many occupations.

CAREER EDUCATION PROGRAM DESCRIPTION

PHILOSOPHY

We believe the educational program should promote an infusion of developmental experiences in career education; and

* Should increase the awareness and aspirations of all students and expand their career options.
* Should be an integral part of all disciplines.
* Should develop attitudes, self-realization, basic career development skills, human relation skills, and habits which enhance the transition to the world of work.
* Should be a means to build bridges connecting knowledge, skills, life and career preparation found in a variety of settings in conjunction with the classroom.
* Should be sensitive to the changing inter-relationships between work and leisure.
* Should be developmental, continuous, and based on flexibility for a fluctuating society.

MAJOR GOALS OF CAREER EDUCATION

The Career Education Goals of the District are:

1. Career Planning and Decision Making To provide students the opportunity to understand themselves as they relate to their individual abilities, interests, aptitudes, the environment, changing society and responsibilities to career decisions.
2. Education, Work and Leisure Alternatives To ensure students the maximum opportunity to acquire the basic and technical skills, awareness of occupational classifications, societal expectations, commitment to work and leisure alternatives and to gain access to career programs.
3. Lifestyle and Personal Satisfaction To develop an understanding by students of the different roles of work, the need for harmonious relationships and the interdependence created by job specialization.
4. Occupational Roles To provide students the necessary consumer skills, opportunities to assume adult roles, and worker traits which will increase personal mobility in the career arena.

MAJOR OBJECTIVES OF CAREER EDUCATION

1.1 Students will be able to utilize in their own career planning, the fact that individuals differ in their interests, aptitudes, abilities, values and attitudes.

1.2 Students will be able to utilize in their own career planning, the fact that understanding, acceptance, and development of self is a lifelong process and is constantly changed and influenced by life experiences.

MAJOR OBJECTIVES OF CAREER EDUCATION (cont'd)

1.3 Students will be able to utilize in their own career planning, the fact that environment and individual potential interact to influence career development.

1.4 Students will be able to utilize in their own career planning, the fact that individuals must be adaptable in a changing society.

1.5 Students will be able to utilize the fact that career planning is a privilege and responsibility of the individual.

2.1 Students will be able to utilize in their own career planning, the fact that knowledge and skills in different subjects relate to performance in different work roles.

2.2 Students will be able to utilize in their own career planning, the fact that there is a wide variety of occupations which may be classified in several ways.

2.3 Students will be able to utilize in their own career planning, the fact that societal expectations affect the nature and structure of work.

2.4 Students will be able to utilize in their own career planning, the fact that there is a relationship between the commitment to education and work and the availability and utilization of leisure time.

2.5 Students will be able to utilize in their own career planning, the fact that there are many training routes to job entry.

3.1 Students will be able to utilize in their own career planning, the fact that work means different things to different people.

3.2 Students will be able to utilize in their own career planning, the fact that job satisfaction is dependent on harmonious relationships between worker and work environment.

3.3 Students will be able to utilize in their own career planning, the fact that job specialization creates interdependency.

4.1 Students will be able to utilize in their own career planning, the fact that consumer awareness and usage will determine career stability.

4.2 Students will be able to utilize in their own career planning, the fact that identifying with and participating in adult roles and responsibilities is consummated in the work environment.

4.3 Students will be able to utilize in their own career planning, the fact that worker traits are transferrable to many occupations.

RESOURCES FOR CAREER EDUCATION

1. Student Time
   Students will utilize the Career Center and class time in varying degrees depending on need. A minimum of one semester to four years could be assigned depending on specific career objectives.

RESOURCES FOR CAREER EDUCATION (continued)

2. Staff Resources

The entire staff will be involved in career education to some degree. A cadre including a counselor, coordinator and career technician will provide campus leadership for Career Education.

3. Materials and Equipment

In addition to the standard instructional resources, this program will include:

a. Campus-based career guidance center
b. Computerized Vocational Information System
c. Work Experience Education and Placement unit
d. Coastline Regional Occupational Program

4. Program Budget

While it is difficult to determine specific budget allocations in addressing infusion into the curriculum, specific costs can be attributed to one or more components of Career Education:

a.	CROP	$408,000
b.	VEA B, F and G*	193,860
c.	VEA Part D, C.E*	120,000
d.	Student Employ.	280,000
e.	Guidance	300,000
f.	Other Instruc.	2,700,000
		$4,001,860

*Items B & C represent federal funding which will be expended for Career Education. All figures are preliminary estimates pending a final budget and notification of funding.